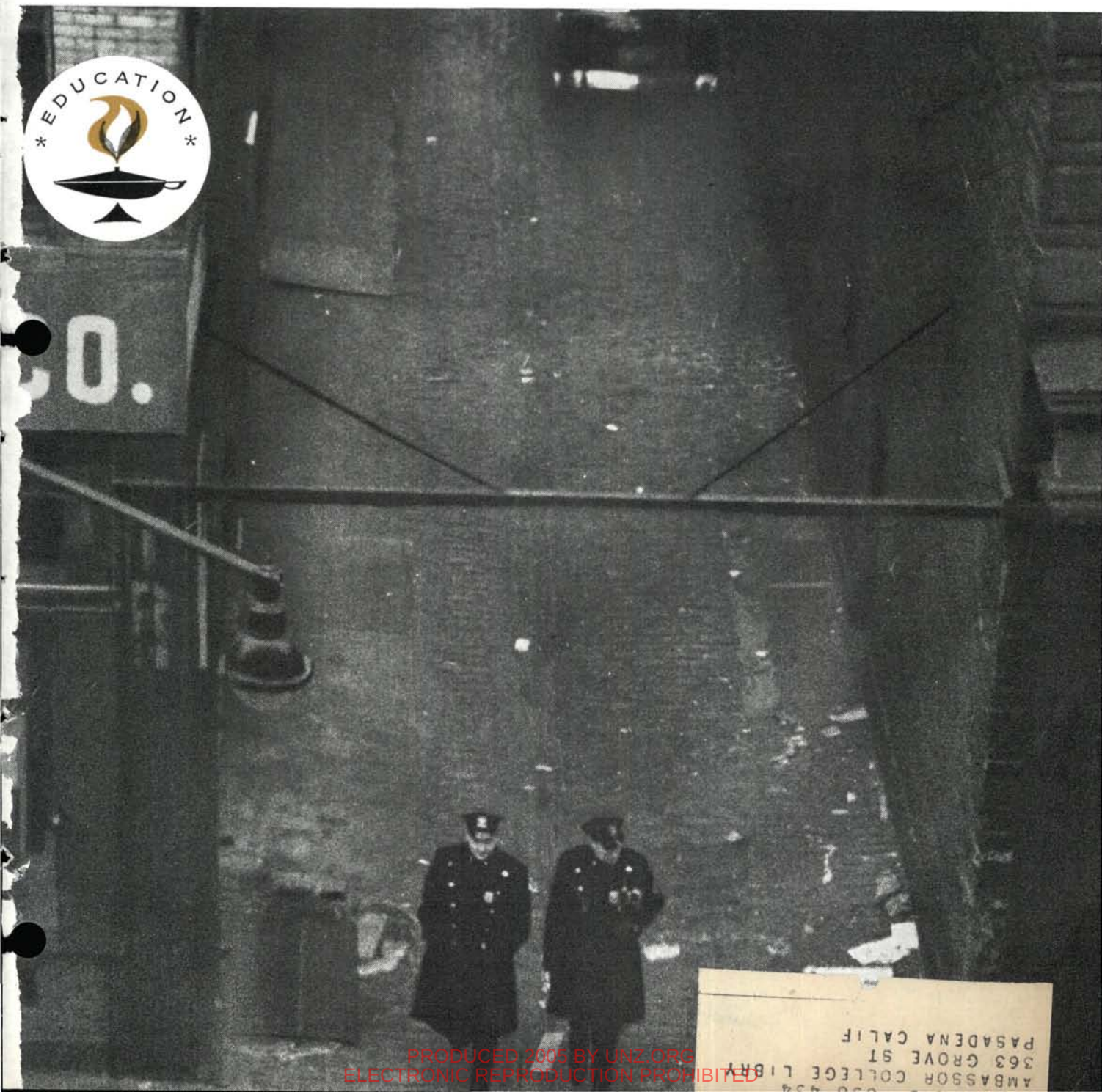
Saturday Review

June 15, 1963 25¢

## SR's 21st Annual University Press Issue

## Who Makes a Menace Out of Johnny?

By Ralph E. Loewe

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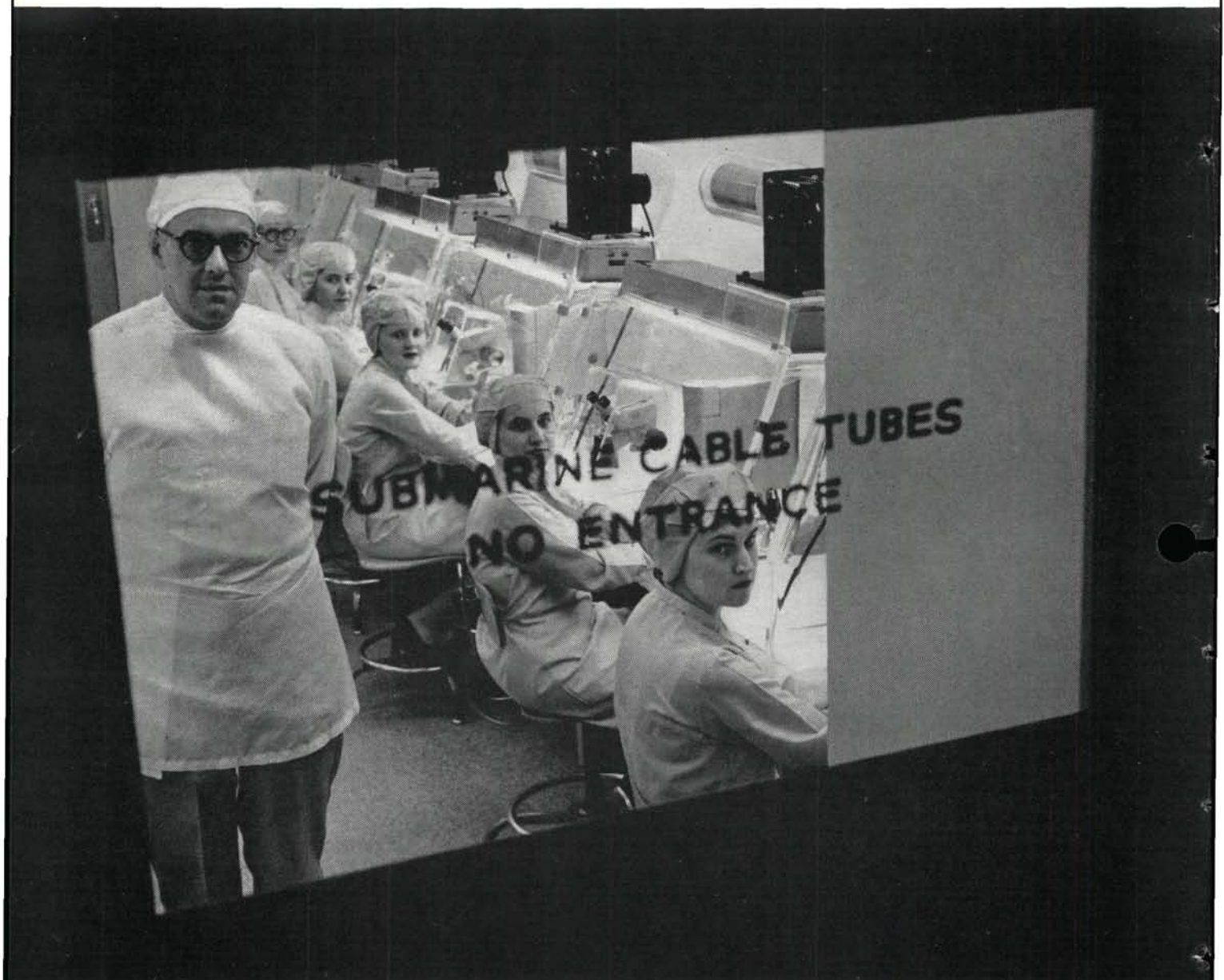


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# *Saturday Review*

June 15, 1963

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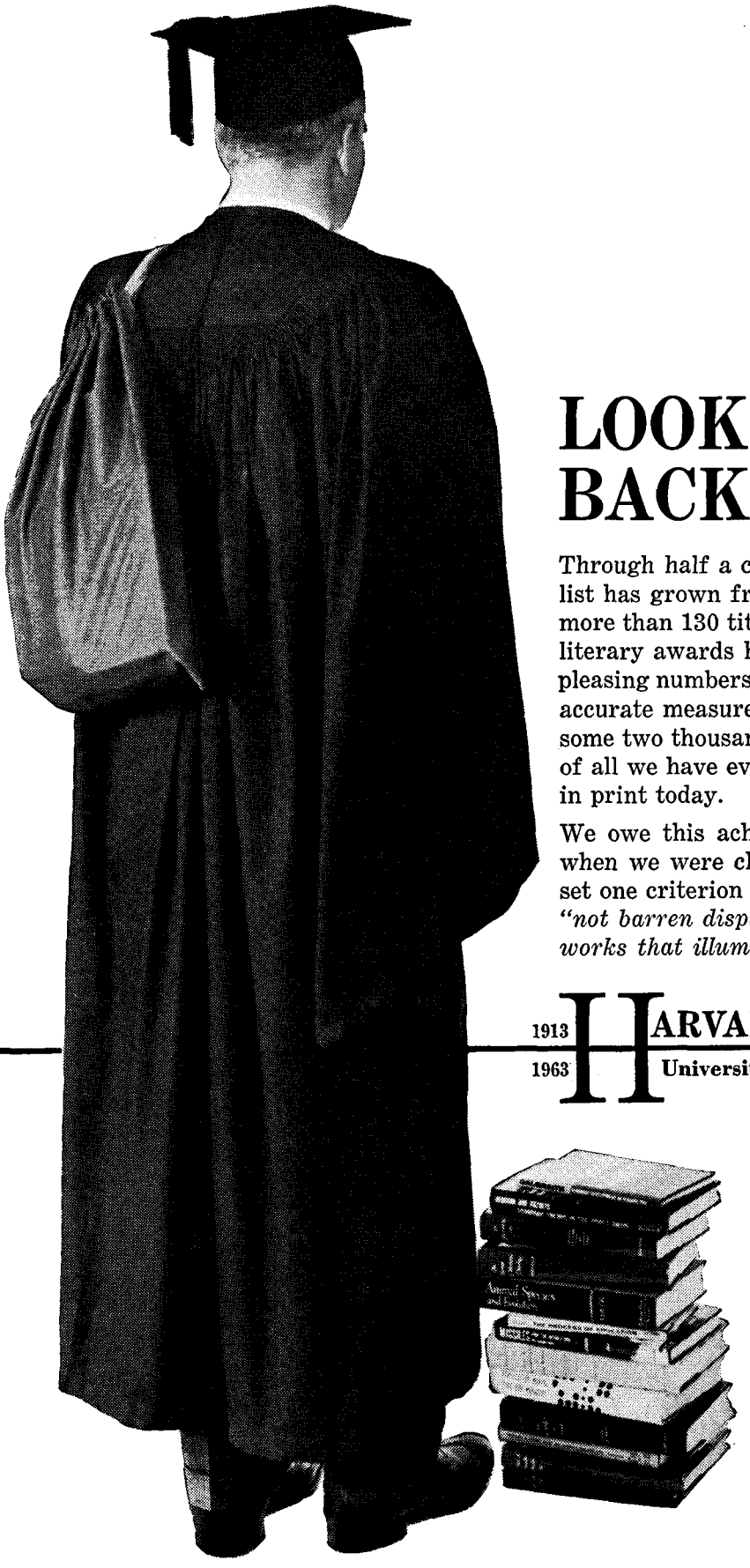

# LOOKING BACK

Through half a century of publishing, our list has grown from a handful of books to more than 130 titles a year. Scholarly and literary awards have come our way in pleasing numbers, and – perhaps a more accurate measure of our accomplishment – some two thousand titles, nearly two-thirds of all we have ever published, remain in print today.

We owe this achievement to men who, when we were children or not yet born, set one criterion for Harvard's publishing: *"not barren displays of erudition, but works that illuminate . . . or stimulate."*

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Edited by Martin Levin

## A DILLER, A DOLLAR, A GOVERNMENT SCHOLAR

IN THE spring of 1962, I returned to Cambridge for my twenty-fifth reunion, and I was agreeably surprised one morning, on reading the undergraduate daily, the *Crimson*, to learn that a few members of the class of 1937 had the day before been elected to honorary membership in the Harvard chapter of Phi Beta Kappa, and that I was one of them. I had no idea how all this had come about, and I still don't know, but I didn't want to ask any questions and risk rocking the boat in which I found myself unexpectedly sitting. Instead, I made sure that the next suit I bought came with a vest, and I hinted to my wife and sons that, come Christmas, a watch chain would do very nicely for Dad.

December came and went, and my family gave me a set of Greek plays. In translation, fortunately—it was in no small part because of my faltering grasp of undergraduate Greek that Phi Beta Kappa had so long eluded me. But I didn't feel too bad about the watch chain, because I didn't have my Phi Bete key. I still don't have one, and don't know if anybody is ever going to send me one. (I hope it is all right to blab like this about our society; nobody has told me what the rules are, but I have the impression its machinations are less sacrosanct than those of Skull and Bones.) I have been asked to subscribe to the *American Scholar*, a high-class quarterly that Phi Bete gets out, and this past winter I was invited to join, for a modest entrance fee, a fraternal group in New York composed wholly of PBK men—a sort of scholars-within-scholars outfit, I gathered. But aside from these beguiling bids, my Greek-letter status had in no way affected my life until, just a couple of weeks ago, I received a letter from John W. Macy, Jr., the chairman of the United States Civil Service Commission, in Washington. He wrote:

> Dear Sir:
>
> Congratulations on your acceptance for membership in Phi Beta Kappa!
>
> The Civil Service Commission, as the central personnel agency of the Federal Government, is pleased to have this opportunity to send you a personal copy of our 1963 Career Outlook Letter. The letter outlines the Government's needs for quality employees and lists some of the challenges and rewards of a career in Government.
>
> I hope you will read the Outlook Letter carefully and that you will be motivated to give serious consideration to a career in Government.

### Opportunity Knocks Tw.

Well, sir! How many of us, as our memories have reprised these moving words, "Ask not what your country can do for you, ask what you can do for your country," have not wondered when the summons would come, and in what guise? And the country didn't seem to want me, I reflected happily, for any single Administration's term of office. It wanted me for keeps; I couldn't help reflecting also that it might be an awkward time of my life to embark on a career. At my Harvard reunion, some of my classmates had turned out to be grandfathers, and several of them had retired. Even some of their *wives* had grey hair. But I brushed aside such misgivings as petty and contemptible, and as I did I turned eage to my personal copy of the Career Ou. look Letter.

At first glance it didn't seem terribly personal, I had to concede; it was a four-page printed brochure. Page one featured a facsimile of a letter, solemnly headed "The White House," that was dated August 21, 1962, and that bore an illegible signature. The first name was clear enough: it was "John."

The White House letter said, in six paragraphs, that working for the government would not only be satisfying and rewarding (I could start in at no less than $4,565 a year), but vital. "Certainly," John Somebody concluded, "such a career offers endless opportunities to those who can contribute to the accomplishment of national goals. I urge you to investigate them, and to consider seriously the benefits to this country and to you of a Government career." There they were again with a "seriously." Did they think by now I took this as a joke? I turned to the next page, assuming that among endless opportunities I'd soon spot one that seemed right for me. Engineer? Scientist? Not the way my mind worked. Accountant? Auditor? I ca even divide $4,565 by fifty-two to fi. out my weekly salary. Lawyer? Forester? As my eye ranged over the list of opportunities, I realized with embarrassment that there seemed pre-



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# *PROGRESS REPORT NUMBER 15 ON ATOMIC ELECTRIC POWER*

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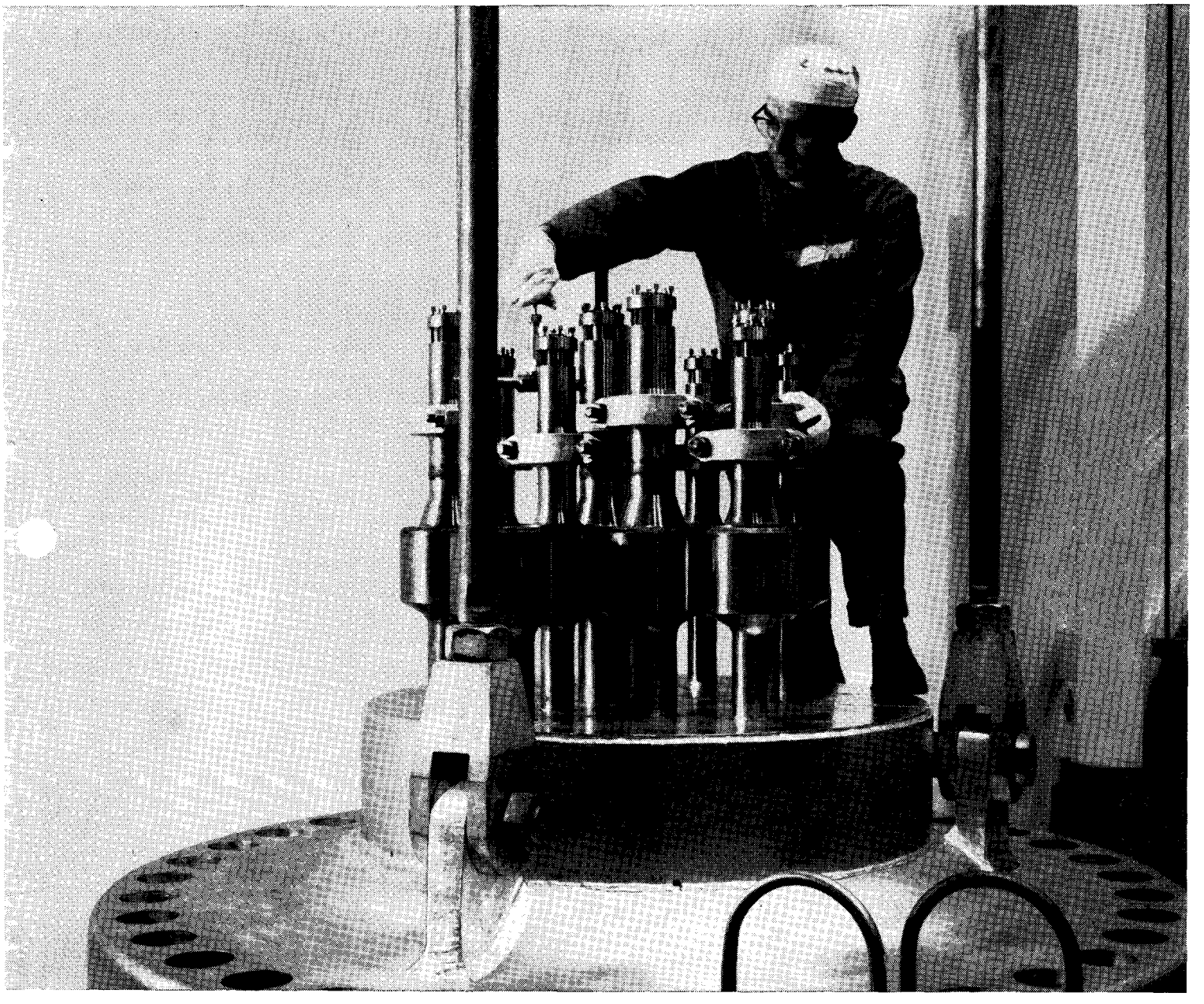

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cious little the Civil Service wanted that I was certain I could do. (Why the government should think it needs any more lawyers is beyond me anyway.) But a declaration on the final page, under the heading "Government as an Employer," reminded me that I shouldn't expect all this to be easy. "Government work is challenging," I read. "You get the feel that you are swimming in the mainstream of things which are important."

Things have been swimming in my household ever since I got my letter from Mr. Macy. My wife saw a couple of cute places in Georgetown when she was in Washington last week visiting an old school chum *she* hadn't seen for a generation or so, and the boys are excited at the prospect of living beyond the television blackout zone when the New York Giants start playing football next fall. As for me, I haven't yet replied to the Civil Service Commission Chairman. I want to make sure my answer is just right. Forestry is definitely out; I suffer mildly from acrophobia. Perhaps I'll suggest that he try me out first, since I am only an honorary Phi Bete, on an honorary job—an American delegate to the 1964 Olympics in Tokyo, say, or a special representative at the inauguration of some newly elected Latin American president. I'd even be willing to chance an ambassadorship; I guess, though, that on $4,565 a year it had better be one of the smaller ones. Beyond the acrophobia and a chronically aching shoulder, I think I could stand up to any of these physically, and thanks to Harvard, which put us all through a stiff test in the pool way back when, I suppose I can swim well enough for the mainstream. I may even tell Civil Service, if it will help that personnel agency's own personnel people any, that I can also do a fairish back flip. Or at any rate I could twenty-five years ago, when this whole troubling business began. —E. J. Kahn, Jr.

• • •

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Nowhere is man's striving for an improved environment more dramatically demonstrated than in the area of scientific research. The transition from the one-man laboratory to today's multi-million dollar research centers is vividly illustrated in LITTLE SCIENCE, BIG SCIENCE, by Derek J. De Solla Price, in terms of how that growth has affected the scientist and our very national posture. The London *Daily Telegraph* describes the book as "a remarkable study."

The humanities have been the beneficiaries of advances in the "science" of scholarly research. Two distinguished historians, Harold Syrett and Jacob Cooke, have combed our past to give us a detailed picture of an early American political genius in THE PAPERS OF ALEXANDER HAMILTON, "one of the century's major works of scholarly editing" *(Saturday Review)*.

The same kind of meticulous research by a team of Europeans, members of the Swedish Institute in Rome, has produced a stunning record of the splendor of a lost age—the pre-Roman, Etruscan civilization. Their findings and the remarkable photographic record of their research appear in ETRUSCAN CULTURE: LAND AND PEOPLE which we will publish in September. It is a 478 page volume of rare beauty that will appeal to art lovers as well as archaeologists.

There have been many pioneering breakthroughs in medicine and many more in the making. Two "firsts" on our list inform other pioneers of the latest research—Vernon Ingram's THE HEMOGLOBINS IN GENETICS AND EVOLUTION ("Ingram's discussion of the hemoglobins illustrates the activity of biochemistry as a maturing partner in the investigation of evolutionary problems"—*Science*), just published, and NEUROENDOCRINOLOGY by Ernst and Berta Scharrer which will be published in July.

Man's future as seen through the scientific facts of his origin, evolution, and heritage are demonstrated in HEREDITY AND HUMAN LIFE by Hampton L. Carson. There are still lessons for the future to be learned from one of the great episodes of history—the French Revolution. Georges Lefebvre's THE FRENCH REVOLUTION FROM ITS ORIGINS TO 1793, translated by Elizabeth Moss Evanson, is "destined to be a classic," says D. H. V. Brogan. THE POLITICAL AND SOCIAL IDEAS OF ST. AUGUSTINE, by Herbert A. Deane, offers deep insights from one of the great figures of the past into problems that still confront us.

Telstar I and II signal a new age in communications. Past achievements and predictions for the future are described by a group of eminent scientists at the Bell Telephone Laboratories in MODERN COMMUNICATIONS. Yet a grimmer new age is signalled by the rise of juvenile delinquency in our cities. PLANNING COMMUNITY SERVICES FOR CHILDREN IN TROUBLE, by Alfred J. Kahn, suggests entirely new ways of dealing with this problem.

Robert Lawson Slater attempts to discover what contributions the world's religions may make to the survival of the race in WORLD RELIGIONS AND WORLD COMMUNITY. One of today's most dynamic religious thinkers has recently written a book which *The Christian Century* hailed as "immensely important." It's Paul Tillich's CHRISTIANITY AND THE ENCOUNTER OF THE WORLD RELIGIONS. The first full-scale history of modern philosophy to appear in English in this century is John Herman Randall's THE CAREER OF PHILOSOPHY. The first volume is called *From the Middle Ages to the Enlightenment*.

This world, bursting with rapid change, requires its own catalogue of facts and few volumes are more useful than THE COLUMBIA ENCYCLOPEDIA, which *Life* has hailed as "the finest one-volume encyclopedia." An all-new third edition will appear in October. The essential facts about ancient and modern towns, cities, and nations are found in THE COLUMBIA LIPPINCOTT GAZETTEER OF THE WORLD, edited by Leon F. Seltzer. "An indispensable reference work," the *Library Journal* calls it. GRANGER'S INDEX TO POETRY 1962 is the most famous "poetry locator" in the language. "Monumental," says the *New York Times*.

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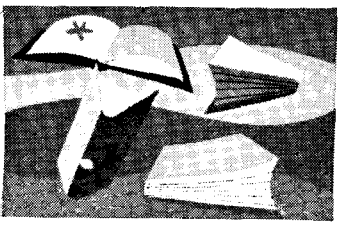
# Trade Winds



**THIS IS THE TIME** for the annual meeting of the Association of University Presses. This year they gather in Cambridge, Massachusetts, the host being Harvard University Press.

I am told that although everyone usually agrees that a university press is a worthwhile institution, it is not always assigned the most glamorous diggings on campus. Michigan's, for instance, is in the building that was constructed as a U.S. Post Office substation.

Yale's building is a former bakery, where the rest rooms are marked "Ladies" and "Bakers," the signs having been retrieved from the rubble when the transition was being effected. A rumor has it that Indiana is in a former dry cleaning plant. Well, what more appropriate place for a press could there be?

The University of Pittsburgh Press is up on the thirty-fifth floor of the Cathedral of Learning, facing the stadium. When the Pirates play at home it is distracting. Mrs. Agnes Starrett, director, says that when the wind blows hard enough the Cathedral of Learning sways. She knows this because she has to adjust the pictures on the wall.

The University of Texas Press is in a former fraternity building constructed in 1887. It faces the campus and the baseball diamond. Babe Ruth, in an exhibition game, once hit a ball that landed on the front lawn, 500 feet from the plate.

South Carolina Press headquarters were once the home of Francis Lieber, said to have been the first professor of political science in the United States. In front of the house is an olive tree that grew from a cutting taken from a tree that shaded Virgil's grave.

Simon and Schuster, Random House, *et al.*, look out at your cold stone walls. Is there an olive tree, a baseball field, a dry cleaning plant?

**A BOOK TO BE** published next week by Harper & Row is entitled *Nursing Your Baby*. It is written by Karen Pryor. The author is an outspoken advocate of nursing. She stresses the importance of the emotional and physical bonds between mother and baby. She also criticizes the lack of mother instinct in today's woman.

And who is Karen Pryor? She is the daughter of Philip Wylie.

**THE EDITORS OF** *Esquire* magazine have sent me an advance copy of their July issue, which they term a "literary" issue. I am sure everybody who is anybody will be talking about it; I might as well be first.

I have to admit it: it is revealing, annoying, and fascinating. A reporter and photographer, for instance, found that beatnik of beatniks, Allen Ginsburg, living on the banks of the Ganges in a beard, a long robe, and sandals. Crazy, man! Another reporter flew to London and covered the filming of the movie in which Mickey Spillane, the inventor of Mike Hammer, is cast as Mike Hammer. After I read this one I didn't think Ginsburg sounded so crazy after all.

And then there's Norman Mailer, who could write all the gossip columns every day for a year and have material left over. In this instance, he tells Styron, Updike, Salinger, and a number of other authors exactly what's wrong with them.

There's a good piece by one of my favorite writers, Gay Talese, about what he calls "the *Paris Review* set." He describes a party at George Plimpton's in New York where the First Lady showed up to meet some of her old intellectual friends. Some people didn't recognize her. One squinted through the smoke at the elaborately teased coiffure of Mrs. Kennedy. "My," he said, "that really is the look this year, isn't it? And that chick has almost made it."

—Jerome Beatty, Jr.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*The difference between eating and dining is*
CHERRY HEERING
DENMARK'S LIQUEUR DELIGHT SINCE 1818


Solution to Last Week's Kingsley Double-Crostic (No. 1522)

Phyllis McGinley:
*(SUBVERSIVE) REFLECTIONS*

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And only the good were gay,
Bad company would seldom lead
The innocent stray.
Toward primrose pastures few would stir
In search of light and color,
Were virtuous people merrier
Or the naughty people duller.



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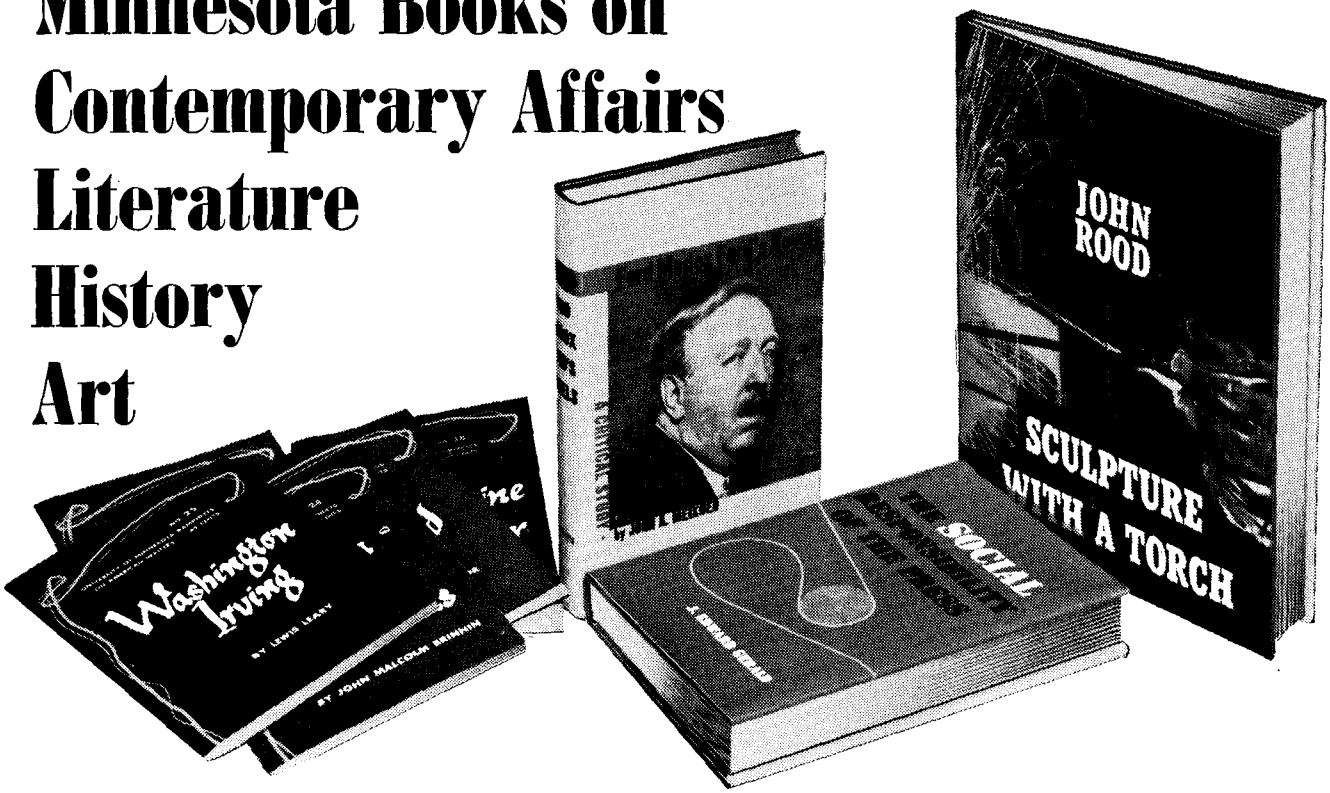


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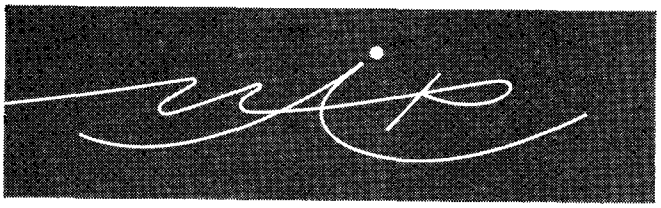

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Saturday Review
JUNE 15, 1963

By Arthur Larson

# What Every U.N. Critic Should Know

**The organization's recent record shows conclusively that "the United States and the United Nations are both working toward the same kind of world."**

A NEW era has opened in the history of the United Nations—an era in which the emphasis should be on realizing its potential rather than merely assuring its survival.

Symptomatic of the earlier period were the opening words of my two articles that appeared in these pages last year (February 24 and April 28): "The crisis of confidence in the United Nations . . .," and "The time of troubles through which the United Nations is now passing . . ."

Of course, the United Nations still has plenty of troubles. But it is no longer necessary to approach a discussion of U.N. affairs in an atmosphere of imminent disaster to the organization.

Let us look at some of the specific evidences of this change within the past two years:

THE CONGO: Eighteen months ago many people feared the United Nations would fail in the Congo and that the burden of the effort and of the failure would be the beginning of the end for the organization. Today the U.N. is in control of the situation, has freedom of movement throughout the Congo, and is proceeding with an orderly transfer of responsibility to the Congolese Government.

Indeed, the principal milestone marking the U.N.'s new era was the peaceful occupation of Kolwezi in Katanga province by United Nations troops early this year. This event signaled the end of the acute military phase in the Congo. It demonstrated that the United Nations could put an army into the field in support of its peace-keeping objectives, and, using its own resources and command, deal with a threat to the peace under almost indescribable difficulties. This event demonstrated, for all to see, that the U.N. could indeed take effective action in a situation in which all the major powers considered themselves to have an interest, despite the fact that every great power except one, the United States, was in some degree opposed to the action. The difficulties in the Congo are not over, but they are now of a different character. They involve the process of "nation-building," with the U.N. continuing to play a major role in coordinating the strengthening of internal security resources as well as economic development.

FINANCES: Eighteen months ago the U.N. was literally bankrupt and there was genuine concern that the U.S. Congress might deal virtually a financial death blow to the organization by an adverse vote on the U.N. bond issue. Today, although the financial plight of the United Nations is still very serious, the bond issue has been adopted and reasonably well subscribed, and danger of imminent collapse has been averted. Prospects of a solution have been aided in the meantime by the advisory opinion of the International Court of Justice holding the assessments for the Congo and Middle East actions to be binding on all members in the same way as the regular budget assessments are; this opinion has been adopted by the General Assembly.

THE SECRETARY-GENERALSHIP: At the period of the U.N.'s deepest crisis we saw the death of Dag Hammarskjold, the repeated statement by the Soviet Union that it would demand a "troika," or three-man committee, and would refuse to accept any single Secretary-General, and the resultant prospect that the U.N. would thereafter be forever paralyzed by a hamstrung committee or, at best, by a weak and cautious successor to Hammarskjold. Today we see the Secretary-Generalship being handled with a superb combination of imagination, courage, initiative, patience, and tact by Secretary-General U Thant, ably assisted by such first-rate international public servants as Ralph Bunche and C. V. Narasimhan.

WEST NEW GUINEA: During the crisis period, active hostilities were in progress between Indonesia and the Netherlands, with the always imminent possibility that this spark might set off the explosive Southeast Asia situation. Today, thanks to the creative courage of U Thant and the skilful diplomacy of Ellsworth Bunker, we have seen a U.N. regime exercise actual transitional political administration over this region, supported by a U.N. armed force of 1,000 Pakistani troops, under an agreement between Indonesia and the Netherlands.

COMMUNIST CHINA: At one time it was widely thought that, because of the increasing votes in apparent favor of seating Communist China in the General Assembly, this seating would soon be a reality. In the last General Assembly, however, the relative vote against the seating of Communist China actually increased for the first time, the increase being largely due to the new African members. This change, which reflected a realization that the problem was much more complex than had previously been realized and that it particularly required greater attention to the impact on Nationalist China, in the form of irreversible expulsion, contained a reassuring reminder, if any was needed, that the General Assem-


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bly, enlarged as it is, does not stampede blindly on such issues as this but considers them on their merits.

The change in the United Nations story from a period of crisis to a period of confidence is mirrored in the change in attitude toward the organization on the part of its friends and detractors alike.

It seems as though it was only yesterday that the main theme of the U.N.'s enemies was that the organization was too weak to be respected. Today the main theme of these enemies is that the U.N. is too strong to be trusted.

As for its friends, during the crisis period many of them found themselves saying, "It may not be very good, but it is all we have; at least it is a place where you can talk." Today this half-apologetic air is out of place, and the U.N.'s friends can point with renewed pride to its record of achievements against severe odds.

Another group may also have reason to reconsider its attitude. During the crisis period, a number of people, such as Senator Fulbright and Senator Jackson, were saying that, since the United Nations had run into so many difficulties and was filled with such diverse interests, the United States should shift its emphasis to a "concert of like-minded nations," beginning with the Atlantic community. One wonders whether Senators Fulbright and Jackson are not now asking each other who started this business of referring to de Gaulle as "like-minded."

IN THE period just ahead, the U.N.'s main problem is the financing of past and future special peacekeeping activities. As to the past, the difficulty lies in the continued failure of some members, notably those of the Communist bloc, to pay their assessments for the Congo and Middle East activities. For the future, the concern centers around the failure of the U.N.'s special committee on financing or the current special session of the General Assembly (at this writing) to produce a workable and acceptable plan for the financing of future Congo-type operations.

The purpose here is not to discuss this financial problem, but rather to emphasize that a satisfactory solution may ultimately depend on a realization by the American public that, quite apart from any idealistic or world-minded approach, a healthy and effective United Nations is in line with the most cold-blooded, hard-headed, practical American national interest.

If Americans really understand and believe this, they obviously will not allow this national self-interest to be impaired by the financial strangulation of the U.N., and such statements as "If the Russians won't pay, why should we?" will clearly be seen to be absurd. This is not to say that the United States should go to the opposite extreme and magnanimously pick up any unpaid tab in sight—which it could easily do without hardship. But such open-handedness would be bad for many reasons: it would create the impression that the United States owns the U.N.; it would encourage fiscal irresponsibility in other members; and it would postpone the achievement of a sound long-range solution, which is the goal of the current special session of the General Assembly.

The most straightforward way to analyze the relation of the U.N. to American self-interest in terms of demonstrable fact rather than opinion is to begin with an objective reckoning of the United States "batting average" in favorable U.N. actions.

A compilation of actions with significant substantive content taken by either the Security Council during its sixteenth year or the General Assembly during the sixteenth session shows that there were sixty-two such resolutions. The United States abstained in four votes. As for the remaining fifty-eight, the United States was with the successful majority on fifty-five votes. It was on the losing side in only three. One of the three was concerned with appointing a new committee to investigate the West New Guinea problem. The United States was on the side of a simple majority, but the question happened to be one requiring a two-thirds vote. The other two votes concerned Assembly resolutions calling for cessation of nuclear testing and banning of nuclear weapons without what the United States considered adequate controls. At the same time, the United States was with the majority on the general resolution calling for a renewal of talks on a nuclear test ban with adequate controls.

As to the Seventeenth General Assembly, Ambassador Adlai Stevenson reported to the Senate Foreign Relations Committee on March 13, 1963, that "the U.S. view was the majority view in over 80 per cent of the key votes cast in committees and in the full Assembly. On several issues we abstained, and on two extreme resolutions recommending sanctions against member states we voted against the majority."

Similarly, the official report of Senators Gore and Allott to the Senate Committee on Foreign Relations and Committee on Appropriations stated:

> The results of the Seventeenth Session of the General Assembly, judged in terms of our national interests, were relatively favorable. The United States maintained its record of never having lost a U.N. vote of vital importance to its security interests.

By contrast, just as the United States has never lost on a major issue, the Soviet Union has never won on a major resolution which it has introduced and which the United States has opposed. On the contrary, the record shows a monotonous series of defeats, rebuffs, censures, and condemnations aimed at the Soviet Union. The following is a partial list, taken from the last two sessions, and leaving out of account such dramatic earlier anti-Communist actions as the authorization and extension of the United Nations action in Korea:

►The resolution of October, 1961, against the fifty-megaton bomb.

►The December, 1961, resolution against practices depriving the people of Tibet of their rights and freedoms.

►The resolution of December, 1962, similar to many earlier resolutions, against the continued thwarting of United Nations objectives in Korea.

►The Hungary resolution of December, 1962, reaffirming United Nations objectives in Hungary.

►The September, 1960, resolution rejecting the Soviet Union's attack on Hammarskjold and strengthening his hand in the Congo.

►The Cuba resolution of February 15, 1962, overwhelmingly rejecting a resolution calling on the United States to end alleged interference in Cuba.

►The resolution of December, 1962, on refugees from Communist China in Hong Kong.

►The December, 1962, resolution on expropriation, providing that the owner shall be paid appropriate compensation in accordance with international law, and rejecting the Soviet amendment that would have made the right to expropriation absolute.

►The December, 1962, resolution accepting the advisory opinion of the International Court holding that costs of the Congo and Middle East operations are "expenses of the Organization" binding on members.

►The rejection of the seating of Communist China in the General Assembly by an increased vote.

►The overwhelming rejection of the Soviet demand for a three-man committee or "troika" in place of the Secretary-General—without so much as a single non-Communist country supporting the Soviet position.

Indeed, the record of American suc-


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cesses and Communist defeats on resolutions where their interests have clashed is so consistent that it is almost creating a new kind of problem—the inability of some Americans to accept the failure of the United States to get its way even on an infrequent and minor point. A good example of this is the uproar over the proposed United Nations Special Fund Agricultural Experiment in Cuba.

Throughout the history of the Special Fund, 97 per cent of the money spent by the fund has gone to countries that the United States is also aiding. The remaining 3 per cent, until now, has gone to Malaya, Saudi Arabia, British North Borneo, Malta, and Singapore—all countries for which aid is certainly not objectionable from the United States point of view. Among the countries receiving aid from the U.N. Special Fund have been Nationalist China, South Korea, and South Vietnam—countries that would hardly have received such aid if political objections by such countries as the Soviet Union were to be taken into account. The total amount laid out by the Special Fund in this way over the past four years has been something in excess of $250 million.

The Cuba project involves sending five foreign experts, none of them Americans, to Cuba for six months to begin a study of how Cuba could diversify its agriculture. The total amount to be used in this way is $1,157,600, or less than 0.5 per cent of the expenditures authorized by the Special Fund so far. As everybody realizes, no American dollars will be used in this project. This, however, is quite properly not the end of the matter. There is also the question whether it can be said that the American contribution to the Special Fund is indirectly going into Cuba. There is a simple way of answering this question. The answer depends on whether Communist countries are already receiving out of the Special Fund more than they put into it. The figures are as follows:

| | |
|---|---|
| Payments into or pledges to the Special Fund by Communist countries | $8,228,225 |
| Receipts by or commitments to Communist countries from the Special Fund (Yugoslavia, Poland, and now Cuba) | $5,612,600 |

This means that, even counting the proposed Cuba project, the Communist countries will have taken out of the fund $2,500,000 less than they have put in. They thus have an "unfavorable balance of payments," so far as that fund is concerned. Since the critics of this action themselves insist on a division between the Communist and non-Communist relation to the fund, this should apply to input as well as outgo. It follows that the $1,000,000 going into Cuba must be thought of as coming from the $8,000,000 contributed by Communist countries and still far from used up. As a matter of fact, since the Communist countries have put into the fund more than they have taken out, they could with even better logic argue that Communist funds are in fact indirectly going into Nationalist China, South Korea, and South Vietnam.

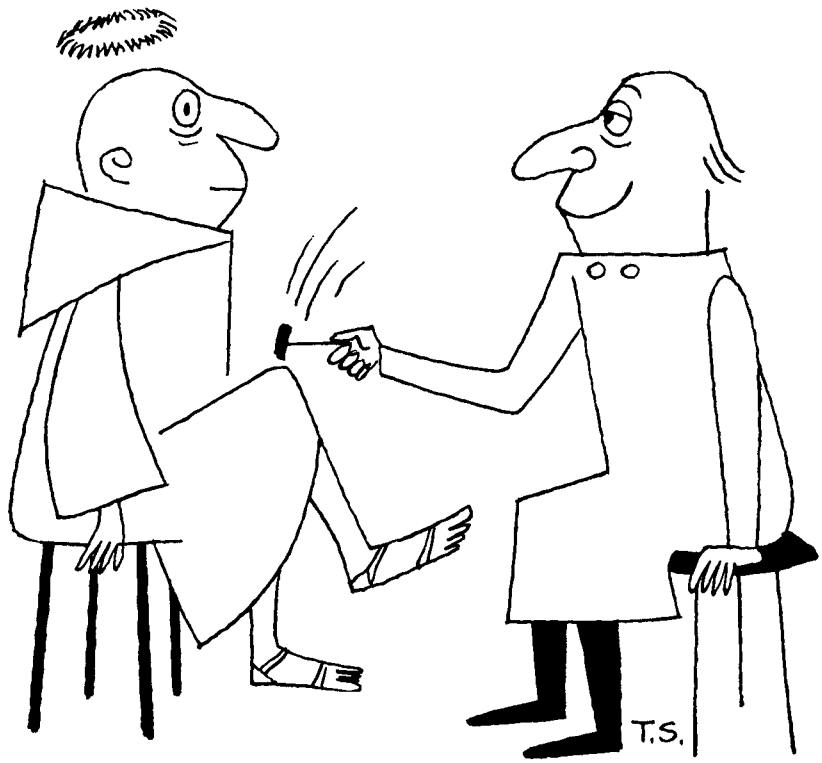
As small as this item is, there are indications that it will form the excuse for a variety of damaging amendments in Congress aimed at the United Nations appropriation. One type of fallacious argument frequently heard is that, since the United States has contributed roughly 40 per cent of the Special Fund, we must therefore consider that the United States is furnishing 40 per cent of the cost of the Cuba project. Suppose that a baseball coach and a football coach at a university are engaged in a feud. Let us suppose that football brings in $40,000 a year to the university, basketball $40,000, other sports $20,000, and baseball $2,000. Up until this time all of the money from this athletic fund has been spent on the football field and gymnasium. One day the baseball coach wants $500 to repair the backstop fence and sew up the leaking bases. The football coach now says: "Absolutely not! I contribute 40 per cent. Therefore I would be contributing two-fifths of the $500, or $200—and I do not like the baseball coach and I refuse!"

Would not the baseball coach be entitled to say: "And what about the $2,000 I brought in, and from which I have received nothing?"

One can take this position and still say that, as an American, one feels that the proposed Cuba project is unfortunate and that one would be happier if it had never come along. But as an American one must also place high value on our national honor and integrity. The United States solemnly agreed that political considerations would play no part whatsoever in the dispensation of aid under the Special Fund program; and the value of keeping our word greatly outweighs the trivial effect that this project might have on American interests in relation to Cuba. It is interesting that the burden of maintaining the nonpolitical character of the fund has fallen on the shoulders of an American, Paul Hoffman, the managing director of the fund. It is to the eternal credit of this courageous man, who already has amassed an exceptional record of public service, that he has adhered unwaveringly to this principle, in spite of what must have been unusually trying pressures from his fellow Americans.

The record of specific United Nations actions almost uniformly favorable to the American position provides a quick and objective index of the relation of American self-interest to the U.N. It is even more important, however, to ex-

(*Continued on page* 84)



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# T. E. LAWRENCE AND THE RIDDLE OF "S. A."

By ROBERT GRAVES

THE ORGANIZERS of a recent TV program in England about T. E. Lawrence by his friends did not invite me to take part. But if they had, I could have thrown some light on the question that they confessed puzzled them all: "Who Was S.A.?"

I saw a lot of Lawrence while he was writing *The Seven Pillars of Wisdom* at All Souls' College, Oxford, in 1920-21. We were both taking a rest after the First World War. He won a local reputation for his practical jokes, such as seizing a heavy brass bell captured at a railway station on the Turkish Pilgrim Railway and ringing it out of the quadrangle window; or organizing a strike of college servants; or climbing up the walls and fastening a small green Arab flag to a pinnacle. But I grew aware of his profound loneliness and one day I asked him why he didn't marry. He answered that scores of women had professed to be in love with him, but he had never been able to return the compliment.

A day or two later, fearing (I suppose) to be mistaken for a homosexual, he wrote that he had not told me the whole truth. He enclosed for my comments the lines "To S.A.," which he afterwards made the dedication of his book, and signed himself "Jourdain," a character from a Molière play who wanted to know the difference between prose and poetry. The poem began:

I loved you, so I drew these tides
of men into my hands
and wrote my will across the
sky in stars
To earn you Freedom, the seven-
pillared worthy house,
that your eyes might be
shining for me
When we came.
Death seemed my servant on the
road, till we were near
and saw you waiting:
When you smiled, and in sorrowful
envy he outran me
and took you apart:
Into his quietness.
Love, the way-weary, groped to
your body, our brief wage
ours for the moment
Before earth's soft hand explored
your shape, and the
blind
worms grew fat upon
Your substance . . .

My comment was that the poem had not yet crystalized and that it would have been better written as a rhymed epigram. I suggested something like this, under the title "The Crusader":

Death, always eager to pretend
Himself my servant in the land
of spears,
Humble allegiance at the end
Broke, where the homeward
track your castle nears:
Let his white steed before my red
steed press
And rapt you from me
into quietness.

When writing to thank me, he confessed that S.A. had not really died, but that he himself had changed.

This disposes of a story now current that S.A. was Sheikh Achmed, a young Mesapotamian whom Lawrence had brought to Oxford a year before the war broke out. They had met while Lawrence was an archeologist helping Leonard Woolley to excavate the ruins of the Biblical Ur of the Chaldees. Achmed had died of typhus behind the Turkish lines.

That Lawrence was capable of an intense blood-brother relationship, especially in wartime, is made clear by his pathetic story of Farraj and Duad in the *Seven Pillars*. But that *does not make a homosexual of him*, as Rattigan's unworthy play *Ross* suggests. Lawrence had immersed himself in the medieval French troubador love poems, the spirit of which had been brought to Provence by Arab lute players. The troubador fixed his devotion on a lady and won from her love a mystical power that he claimed would overcome every conceivable obstacle; the bond acquired a peculiarly sacred character. This would wholly explain both the S.A. dedication and Lawrence's fantastic feats in the desert; for he wrote that the image of S.A. was omnipresent with him throughout the campaign.

But how could so passionately honorable a troubadour as Lawrence have "changed" and failed in devotion to his lady? The answer is that he did not fail her; and the clue to his story is given by a confession he once made to me in a letter: "I lost my nerve at Deraa."

This happened on his ride back through the Turkish lines to Damascus and back in November 1917. It had been a personal, not a political, mission. In the *Seven Pillars* Lawrence makes no mention of Damascus but only of his reconnoitering in the nearby Hauran. But he does describe how on the return journey he was caught spy-

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ing at Deraa by members of a Turkish police battalion, flogged and brutally assaulted. He had clearly not "lost his nerve" in the ordinary sense, because he continued to show amazing courage and fortitude in battle. He was here using "nerve" in its archaic sense, to mean that the flogging had made him permanently impotent. He put it in another way in the *Seven Pillars*: "The passing days confirmed that the citadel of my integrity had been irrevocably lost." This was how he had changed, and this alone could account for his apparent desertion of S.A., to whom he could no longer honestly offer himself as a lover. His personal vengeance was his order to take no prisoners when the Deraa police battalion were surrounded by Arabs during the Turkish Retreat.

AT Oxford Lawrence forced two books on my attention in a way which I thought a little odd, and which made no sense to me for many years. The first was Maurice Hewlett's *Richard Yea-and-Nay*, a historical novel about the Crusades in which a Christian knight is passionately in love with a lady named Jehanne who has fallen into Saracen hands. The other was a collection of short naval stories by (I think) Henry Morley, called *Strange Cargoes*. Lawrence told me, "There's one good story there; never mind the others." One certainly stood out. It concerned a ship that had been thrown by a huge tropical storm over the reef of a coral island and beached high inland. Her captain had felt an obsessive love for the vessel and, although she could never sail again, continued to haunt her rotting timbers through which the jungle grew green.

Forcing *Richard Yea-and-Nay* on me was, I realize, Lawrence's indirect way of telling me that S.A. had been caught behind the Turkish lines, and that it was to see her that he had visited Damascus. Forcing the Henry Morley story on me was his way of telling me that he could not rid himself of his obsessive love for S.A., even when it had lost its relevance.

In 1927, while serving as an RAF aircraftman in Bombay, he undertook to help me write his biography. When I reached the point of the Damascus ride he asked me to slur over the incident and to say nothing of what I might have heard from my uncle, Sir Robert Graves, and my brother Philip, who had been his close friends during the Arab campaign. He also asked me to save him embarrassment by opening all fan letters in women's handwriting addressed to him, care of me, and tear them up.

I did so with a single exception. A letter came from the south of England written in a small, neat, educated handwriting. The very first sentence told me that this was not fan mail but a letter from someone curiously close to him. Being conditioned by my public school training to behave like a gentleman, I read no further; but I did glance at the signature. It was "Jehanne." I forwarded the letter to Bombay without comment and, as I expected, got no acknowledgement.

Who S.A. was, Lawrence did not wish to be known and I therefore made no research into the matter. But he had made clear that the initials stood for a woman; and I am sure that it was she who had written the letter and that his pseudonym "Jehanne" was borrowed from *Richard Yea-and-Nay*. In any case, a true troubadour like Lawrence would never had pointed directly to his lady by using her personal initials in the dedication. "S.A." doubtless stood for "Son Altesse" (Her Royal Highness), a term used by troubadours for their ladies and still sentimentally so used by modern French poets.

It may be objected to my "Son Altesse" solution that, when asked by Captain Basil Liddell Hart "Who is S.A.?" Lawrence answered, "One is a person, and one is a place," and that he later expanded "place" to: "A village in Syria, or property in it"; also, that he began his private manuscript history of *The Seven Pillars* with: "Dedication of book is to an imaginary person of neutral sex." These statements, however, combine to make an old-fashioned riddle of the sort customarily asked at the Christmas dinner table when he and I were young: "My first is a person; my second is a village in Syria, or property in it; and my whole is an imaginary person of neutral sex." Answer: "Son Altesse." For "Son" in English means a male person; "Altesse" is the Arabic Al Tass (pronounced Al Tess), a common village name in the Near and Middle East but also referring to property inside a village, since it means "the cup"; and Son Altesse (owing to the rules of French grammar) is an honorific of neutral sex, "imaginary" in this case because applied to a woman who was neither of royal family nor position. Lawrence had a schoolboy sense of humor, and must have enjoyed composing this riddle which, even if solved, would not reveal the identity of his lady.

By the way, the romantic story that S.A. was Sarah Aaronson, the Jewish heroine tortured and shot by the Turks, does not stand up to criticism. They had met only briefly and she was dead before the war ended.

# Your Literary I. Q.

Conducted by John T. Winterich

## SYMPHONIC SYMBOLS

Here is another list of symphonies which have well-known labels. Dorrance C. Engstrom of Riverside, California, asks you to assign the correct tag to the correct compositions and the correct composers. Key Columns Two and Three on Column One. Answers on page 28.

| | | | |
|---|---|---|---|
| 1. "Eroica" | ( ) | Symphony No. 9 in C Major | ( ) Mozart |
| 2. "From the New World" | ( ) | Symphony No. 2 in C Minor | ( ) Tchaikovsky |
| 3. "The Great C" | ( ) | Symphony No. 41 in C Major, K. 551 | ( ) Haydn |
| 4. "Italian" | ( ) | Symphony No. 3 in E flat Major, Op. 120 | ( ) Mahler |
| 5. "Jupiter" | ( ) | Symphony No. 4 in E flat Major | ( ) Schubert |
| 6. "Military" | ( ) | Symphony No. 5 in E Minor, Op. 95 | ( ) Bruckner |
| 7. "Pathétique" | ( ) | Symphony No. 3 in E flat Major, Op. 55 | ( ) Mendelssohn |
| 8. "Resurrection" | ( ) | Symphony No. 4 in A Major, Op. 90 | ( ) Schumann |
| 9. "Rhenish" | ( ) | Symphony No. 6 in B Minor, Op. 74 | ( ) Beethoven |
| 10. "Romantic" | ( ) | Symphony No. 100 in G Major | ( ) Dvorák |



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# Saturday Review

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# Pope John XXIII

HE leaned forward in his chair and smiled. "When I meet a person and talk to him privately, I try to put him at ease by reminding him that I am the same as he is. I have two eyes, a nose—a very large nose—mouth, two ears, and so forth. Even so, people sometimes remain rigid and incommunicative. You must feel completely relaxed. We will talk as man to man." And again he smiled.

I handed him a letter expressing the President's concern and good wishes for his health.

"I get many messages these days from people who pray that my illness is without great pain. Pain is no foe of mine. I have memories. Wonderful memories. I have lived a long life and I have much to look back upon. These memories give me great joy now and fill my life. There is really no room for the pain.

"There is so much to think back upon. When I was young, I was an Apostolic delegate in Bulgaria. I came to know and admire the Slavic peoples. I tried to study the Slavic languages, including the Russian. I never became really proficient but I did learn to read the language to some extent. I am sorry I never pursued these studies. Do you know the Russian language?"

"No."

"A pity. You really ought to learn it. You are much younger than I. It wouldn't take you very long. A very important language. The Russian people, a very wonderful people. We must not condemn them because we do not like their political system. They have a deep spiritual heritage. This they have not lost. We can talk to them. Right now, we have to talk to them. We must always try to speak to the good in people. Nothing can be lost by trying. Everything can be lost if men do not find some way to work together to save the peace. I am not afraid to talk to anyone about peace on earth. If Mr. Khrushchev were sitting right where you are sitting now, I don't think I would feel uneasy or awkward in talking to him. We both come from small villages. We both have peasant backgrounds. We would understand one another."

Again he smiled.

"Much depends now on keeping open and strengthening all possible lines of communications. During the terrible crisis over Cuba in October, the possibility of a nuclear holocaust became very real. I asked the statesmen to exercise the greatest restraint and to do all that had to be done to reduce the terrible tension. My appeal was given prominent attention inside the Soviet Union. I was glad that this was so. This is a good sign."

His voice betrayed his fatigue and general sense of depletion, but he spoke with eagerness. There wasn't too much time left to him personally (our discussion took place last December), but he was determined to use himself fully as long as he could in the service of world peace. The Holy See might be useful in reducing tensions between East and West. Therefore it was logical to open up contacts. The Holy See was not attempting to arrogate to itself an unwelcome or unnatural role. But the grimly significant feature of the present world crisis was precisely that there were so many elements of danger and so few elements of control. Any person or agency in a position, near or far, to help strengthen the controls had a positive obligation to do so.

Did he know that his efforts were likely to be criticized or misconstrued? Certainly, but this was no warrant for lack of initiative or irresponsible inaction. The worst that could be said was that the Pope was taking Christianity literally. He couldn't imagine Jesus concurring in the notion that human security and freedom depended on the manufacture and amassing of hydrogen bombs which, if used, would put a torch to the human nest. The fact that two or more nations, in the act of warring against one another, would in actuality also be at war with the human race—if this fact had no profound moral and spiritual significance, then what fact did?

This question, along with all the other central questions related to peace and the human future, formed the basis of the historic encyclical, *Peace on Earth*, in April. A few weeks later, the progressive nature of his illness became critical. Even so, he followed events carefully. He looked for evidence that the nations were making progress in organizing their relationships and halting the arms race. He was heartened by the world-wide response to his plea for peace. His hopes were never higher than at the end. Some men will recognize that a claim has thus been laid on them in terms of their own efforts and obligations. The sustaining prospect is that there may be enough of them.

We live in an age which looks to physical motion for its spectacular achievements. A man encased in a metallic capsule spinning through outer space; the heart of an atom pried open and releasing vast stores of energy; streams of electrons flashing images of something happening thousands of miles away—these are the main articles of wonder in the modern world. But they do not have the impress on history of an eighty-one-year-old man dying of cancer, using the Papacy to make not just his own church but all churches fully relevant and fully alive in the cause of human unity and peace. Human advocacy harnessed to powerful ideas continues to be the prime power. The peace sought by Pope John need not be unattainable once belief in ideas is put ahead of belief in moving parts.

—N.C.


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# LETTERS TO THE EDITOR

## A PEACE CORPS AT HOME

ROBERT F. KENNEDY'S article on the National Service Program [*SR*, May 25] couldn't have been more timely. While the hatemongers are stirring deep resentment among Negroes who have waited too long for justice, it gives me as a Southerner a warm satisfaction to know that a program has been proposed that will offer us an opportunity to help make the American dream come true for all minority groups.

From the excitement generated in our community by this proposal, it appears that approval by Congress could break the final layer of apathy and bring forth a gusher of good will from all Americans.

THOMAS P. HARDEMAN,
Community Service Foundation.
Largo, Fla.

I WISH TO congratulate you on the excellent, if unintentional, followup of Harold Taylor's "What the Family Isn't Teaching" [*SR*, May 18] in Robert F. Kennedy's "What About a Peace Corps Spirit at Home?" Mr. Taylor suggested that we must "turn our attention back to the problems of the public" or the younger generation will be caught up either in perpetual competition or perpetual drift. As a part of the younger generation, I have been looking for some constructive way out of this national tailspin. . . .

The domestic problems that Mr. Kennedy mentions are grave. Their gravity lies in the fact that the United States, despite its outward glitter, is suffering internally from the same problems as the less fortunate countries of the world. Until we are willing to remove this mote from our own eye, what right or ability do we have to remove the beam from our neighbors' eyes?

I can only hope that Congress will pass this proposal and create others of a similar nature. There are too many college students and recent graduates looking for a place in our society—one that offers the integrity of hard and worthwhile work—to condemn them either to a life they do not want or to one in which, no matter how hard they try, they must remain ineffectual because they are too few.

ANN WAY.
Hindman, Ky.

## AT THE MOVIES

OBVIOUSLY YOUR movie reviewer, Arthur Knight, had a good time at the screening of *Dr. No*. So did I. So will a lot of other filmgoers, if they can get past the first line about it in his review [*SR*, June 1]: "Best of a bad lot—indeed, the best bad film of the year. . . ." He then proceeds to tell how much fun it is ("the taut, elliptic style of a superior British thriller") and ends: "It makes *Dr. No* a thoroughly enjoyable experience. . . ."

Why call it a "bad" film then—thus putting off a lot of viewers who would love it? It sounds as though Mr. Knight were a bit ashamed of being seen at *Dr. No* because it wasn't *Long Day's Journey Into Night*. Thank heavens for that. *Long Day's Journey Into Night* is a bad *good* film and a crashing bore. . . .

MARCIA MAGILL.
New York, N.Y.

**"Young man, it isn't of the slightest concern to me *what* President John F. Kennedy reads for relaxation!"**

## WHAT ARE IDEAS FOR?

READING DANIEL J. BOORSTIN'S review of Richard Hofstadter's *Anti-Intellectualism in American Life* [*SR*, June 1], I am reminded that Americans are rarely hostile to anything, including today's intellectuals. They are simply practical enough to know that thought is for the sake of action—not for the sake of thought alone.

The intellectual's often-heard lament—that there is no place for him in society—points only to the American trait of self-reliance; Americans are much too independent a people to cheer the fact that at times someone must do their thinking. This quality of independence is not anti-intellectual; it simply represents a natural distrust of ideas hatched in ivory towers away from experience and the true conditions of life.

GUENTHER H. ROBERTS.
Kew Gardens, N.Y.

IT IS UNFORTUNATE that Professor Boorstin's review of *Anti-Intellectualism in American Life* could not have appeared before the book was in print. Boorstin's paean to pragmatism, with its suggestion that the value of an idea lies in its "usefulness," would have made an excellent exhibit for Professor Hofstadter's thesis.

THOMAS C. BARROW,
Department of History,
University of Missouri.
Columbia, Mo.

## WORDSMANSHIP

A MAN I KNOW went recently to apply for a civil service job as a plumber, but could not find the word "plumber" on the form he had to fill out. Finally he discovered that the job title was "Sanitary Engineer." He found that electricians are called electrical engineers, a watchman is a security officer, and on down a long list of pretentious labels that are a tacit insult to the workman, implying a need to hide the truth.

This wordsmanship extends far into our everyday lives. The public schools are loaded with every word for their staffs except teachers. There are counselors, coordinators, directors, sponsors, and so on. Fewer and fewer stores have clerks; they are now sales representatives.

The simple terms are best and most durable—that is, if one wishes to be understood. One word is better than three. "Plumber" is far more straightforward than "sanitary engineer," which can be manipulated out of any meaning and any work at all.

In the words of Noel Coward, "It is discouraging to think how many people are shocked by honesty and how few by deceit."

BEA LA FORCE.
Alpine, Calif.



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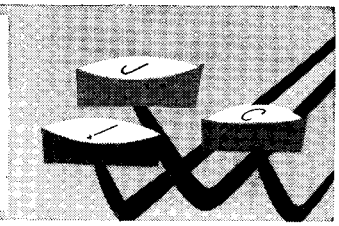
# Manner of Speaking



**RUMINANTS AND FACTITIONERS:** There are some deans I do talk to and one of them is James E. Gates of the College of Business Administration of the University of Georgia. Dean Gates is, in fact, one of my favorite intellectual ruminants, if I may so call him without evoking the picture of a bovine and green-flecked chin, but rather of a peaceful and successful life-form given to the green of this earth, from which it extracts, stores, and reworks life's succulent grasses.

A combine, if I may myself wander to one side (as a ruminant might stray off to crop an inviting daisy), is as near as a machine can come to being a ruminant, but misses the mark by all daisies. For the ruminant picks and chooses quietly at its own pace and pleasure, happily ready to stop and chew the contemplative cud on no notice whatever. A combine, on the other hand, is a noisily compelled machine for devouring and spitting out all that lies before it without either selectivity or storage, and certainly without pause for meditative cud-chewing.

The combine enters into this vagary because the green I refer to is of the mind, and because our universities draw to themselves both ruminants and mechanical monsters. The mechanical monsters are the data-gulping, card-filing, and indexing minds that chew straight swathes through the library toward a mental granary of hard information. They are sometimes awesome men, but there is no pause in them. They are awesome as a computer is awesome. They are the "factitioners" of intellect. But only upon the true ruminant may one bestow the title "humanist."

"*Weile doch!*" cried Goethe—"Linger awhile!" And, in less literary language, Walt Whitman spoke his joy when he said, "I loaf and invite my soul." The difference between a combine and a ruminant is that no combine has heard such invitation, whereas every ruminant lives within it the instant he can escape compulsion.

I hope I haven't made any sort of monument of Dean Gates, for I rather suspect that he does nothing (at least by natural inclination) that any factitioner would think of as Important. I hope he doesn't. My own faith on that score can be summarized in my long-standing motto: "Never Write Important Poems."

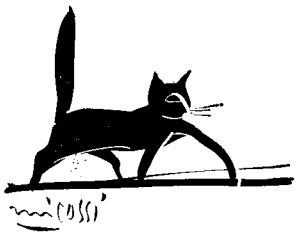
What Dean Gates does do is much more congenial than Important. He browses through his reading at what I hope is happy random, and periodically compiles a little mimeographed newsletter which he mails out to other ruminants, suspected ruminants, and potentially (or at least hopefully) salvageable factitioners. Myself a ruminant (though only part-time, alas), I would not dream of laying a wax wreath at his feet; no true ruminant can stomach wax. My present purpose is to thank him for good grass and for daisies among the grass and to say my thanks as I savor a daisy or two he has led me to crop.

Among the notes in his last newsletter I found one (a purest daisy) on the results of psychological tests given to two groups of children, the first ranking high in I.Q., the second in "creativity" (I don't know how measured). The two groups were asked to rank in order "the qualities in which they would like to be outstanding." The results ran as follows:

| *High I.Q. Group* | *Creative Group* |
|---|---|
| character | emotional stability |
| emotional stability | sense of humor |
| goal directedness | character |
| creativity | wide range of interests |
| wide range of interests | goal directedness |
| high marks | creativity |
| I.Q. | high marks |
| sense of humor | I.Q. |

Let me pass over such jargon as "goal directedness," which is a factitioner's translation of the English word "purposefulness." In this particular field of fact the daisy that must draw all true ruminants to their meditations is the relative ranking of "sense of humor" by these two orders of mind.

The ruminant vote cannot fail to go to the second group—partly in terror of any group of children that would rank a sense of humor as the least of desirable traits. It is in defense of mankind that one must be appalled by a humorless I.Q.



And at once I find myself trying to summon back what Professor Gordon Allport of Harvard wrote about "adulthood" in his *The Nature of Personality*. It is at least ten years since I browsed that book, and I shall answer to no factitioner for scrupulous accuracy. What we all know is that adulthood is no matter of mere chronological age; every man's world contains more than enough children between the ages of twenty-one and ninety-plus. Adulthood is a state of constantly developing (as opposed to arrested) personality, and among its central qualities (as I recall) Professor Allport placed, as about equally important, *a sense of perspective, the ability to feel oneself into the situation of another*, and *a sense of humor*. (Professor Allport, needless to say, is not responsible for the way I report his ideas, nor for the way I rephrase them: were I a factitioner I should stop to check, but I am a ruminant out for daisies. Any daisy is daisy enough. Let someone else—say, those quiz kids who place character first in the scale of things—count the petals.)

And having sniffed and cropped my daisy, I find myself chewing it over and wondering if perhaps "sense of humor" might not usefully be rephrased as "the ability to chuckle." For there are many orders of humor from the belly laugh to the wry and rueful chuckle at oneself, and not all of them become a man. I suspect, in fact, that the belly laugh was invented by the ape as an explosion of his own sense of superiority the day he knocked down another ape and felt good about it. It is the ape's self-vaunting declaration of how ridiculous he has made the other ape look. And it is still that when the barracks ape slips the hotfoot to one of his brothers and then roars out his belly laugh at the poor fool who dances around holding one foot in his hands.

But what ape has ever looked at himself, recognized that he is himself mildly ridiculous, and realized at the same time that what is ridiculous in him is not his own invention but something rooted in the nature of being? Between the belly laugh and the chuckle lies the whole range of primate evolution. For only a man can chuckle the true chuckle. And among men, only the true ruminant—the seemingly unpurposeful man loose in the green of this world, easy in the knowledge that daisies may be come upon by any indirection and that any mouthful may include the flower, recognition.

Dew on your daisies, Dean Gates, and thanks for what meanders.

—John Ciardi.



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# Books



REPORT ON THE UNIVERSITY PRESSES

## Progress at the Ivy-Clad Press

By BERNARD PERRY

EDITOR'S NOTE: *Once again Saturday Review presents its annual University Press Issue, the first of which was dated June 5, 1943. Once again, too, the books reviewed demonstrate a strong connection with the issues of the times. They are addressed to the layman and not just to the scholar. The following article by Bernard Perry, director of the Indiana University Press, offers insight into the problems of the presses that have accompanied their progress; the material on succeeding pages reflects the variety of their output.*

NOT A day passes but a bright young scout for the lucrative textbook knocks on a professor's door to tell him how wonderful he is, ask him what textbook he is writing, and assure him that anything he is doing would be of great interest to the glamorous New York firm he represents. Sometimes the pink-cheeked, Ivy League charmer is even waving a check in his hand; McMerger & How is dying to cover his course, which for them is momentarily lying fallow. Professor Blank is writing a book for the general reader? Salesman, who has bare speaking acquaintance with the trade department of his home office, assures professor that Mr. McMerger in New York is breathlessly waiting to read the manuscript of what he is sure will be a fine trade book. No wonder the book traveler's arrival is cause for rejoicing.

What about the university press? you may ask. Oh, that. The general attitude is that they're all right if one can't do better elsewhere. When Professor Jones showed them his monograph, they told him there would be no royalty on the first edition, so his colleagues take it for granted there are no royalties on any book. And, of course, it is assumed the academic presses don't do any promotion. Somehow the faculty (always with the exception of a dedicated few) cannot quite believe that a university press is a real publishing organization, a fully professional one.

True, there was a time when university publishers were few and far between, and contracts were made verbally, gentleman to gentleman over the teacups. The press director was apt to be an associate professor of English who liked to dabble in editorial matters after hours. That was when the university press was a last resort if one couldn't get published anywhere else and had just about given up.

But all this is long past. The day when being published on your own campus meant a kind of vanity printing is also long gone. Today's academic publisher is schooled in production and design; well read, he may have received a doctorate; he is discriminating and professional. Thus it is not too surprising that the same faculty member who will, as a matter of course, take his major scholarly work, which is broad in scope, to a commercial publisher complains that his university's press is not interested in scholarship when it rejects his specialized, unrevised thesis for not being up to publishing standards.

The tradition in the scholarly world is to give the university presses the specialized books, the ones hardest to sell, then to point out that university press books don't sell. Yet when a university publisher gets his hands on a serious book with potential, he finds best-sellerdom without too much trouble, as witness the University of California's recent *Ishi in Two Worlds*, which sold to the *Reader's Digest*, was selected by several book clubs, appeared consistently on the best-seller lists, and piled up good earnings in royalties and subsidiary rights.

Actually, I am not at all sure that

21 Progress at the Ivy-Clad Press, by Bernard Perry
23 Literary Horizons: Granville Hicks considers studies of Faulkner, James, Twain, Poe, Melville, Whitman and Cabell
24 The Struggle of the Modern, by Stephen Spender
25 The Gates of Horn, by Harry Levin
26 The Hero of the Waverly Novels, by Alexander Welsh. The Grotesque in Art and Literature, by Wolfgang Kayser
27 The Story of Night, by John Hollaway. Key of Remembrance, by R. O. Payne. The Tennyson Laureate, by Valerie Pitt. Rimbaud's Poetic Practice, by W. M. Frohock. The Major Themes of Robert Frost, by R. Squires. The poetry of Robert Frost, by Reuben Brower
28 The Philosophers Choose Sides: An Essay Review by Reuben Abel
29 The Subversive, by José Rizal. The Psychiatrist and Other Stories, by Machado de Assis
30 Memoirs of an American Citizen, by Robert Herrick. Pseudonyms of Christ in the Modern Novel, by E. M. Moseley
31 Slow Recovery Since Wounded Knee: An Essay Review by John Collier
32 The Papers of John C. Calhoun. The Papers of Benjamin Franklin
34 Pick of the Paperbacks
36 The Life of Niccolò Machiavelli, by R. Ridolfi. Captain Medwin, by E. J. Lovell, Jr.
37 Open Door, Closed Heart: An Essay Review by Robert Payne
38 Bismarck and the Development of Germany, by Otto Pflanze. Federalism, Bureaucracy, and Party Politics in Western Germany, by E. L. Pinney
40 The Mind of Africa, by W. E. Abraham; The Political Development of Tanganyika, by J. C. Taylor; Modern Libya, by M. Khadduri.
41 A Short History of Africa, by R. Oliver and J. D. Fage
43 T. S. Eliot, by Eric Thompson. Yeats's "Vision," by H. H. Vendler. Ben Jonson, by C. G. Thayer. Masks of Tragedy, by T. G. Rosenmeyer



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scholarly book promotion isn't more difficult than commercial book promotion; for one thing, more times than not the trade publisher won't touch a work unless it has a potentially large public. Therefore, half the battle is won before he starts. The university press, governed only by quality considerations, pinpoints its market, then does a job of saturating all potential readers with carefully planned mail campaigns. Its persistent efforts are backed by a willingness to keep books in print because they are important to furthering the sum of human knowledge.

Perhaps some way could be found for those dedicated few among the faculty who appreciate the press's function to spread the word, since there is a real problem of communication between faculty and press. Who are these dedicated few, these men of good will? They are the hard-working members of the press committee; they are the faithful readers of manuscripts, writers of time-consuming reports; they are the ones who call the press when they have an idea for a book that is needed; they are the courageous ones who will even dare question a colleague's work in a different department. They are the scientists who read and love books, the humanities scholars interested in science.

Commercial publishers seem to think that university presses have lavish funds. Only those who take the trouble to find out know that they are frequently teetering on the edge of bankruptcy, earning their way by sales, with but limited help from their parent university. In fact, a number of the presses operate without any financial help at all from university general funds. Nevertheless, were the scholarly publishers not doing a fine job (their sales volume is increasing more rapidly than that of the strictly trade publishers), commercial firms would not today be alerting the Internal Revenue Service to investigate the tax-exempt status of the university presses, which filled the gap left when they were over cautious.

As an interesting trend of the times, the National Association of College Stores has for several years been putting on special promotion and distribution for many good scholarly paperback lines put out by university presses. The result is, commercial houses have asked in, and soon a number of these houses will be encouraged to use the channels that university presses have developed.

Now that the old-fashioned textbook is being partially supplanted by paperback source books, university presses are finding their books more and more being used in the classroom. Even though they have made an effort to leave textbook publication to the commercial firms, the latter have been so conservative that occasional experimental textbooks have developed substantial sales for academic publishers. In addition, the more sophisticated student reader, who is indicative of changing times and reader habits, has become a buyer of university press books.

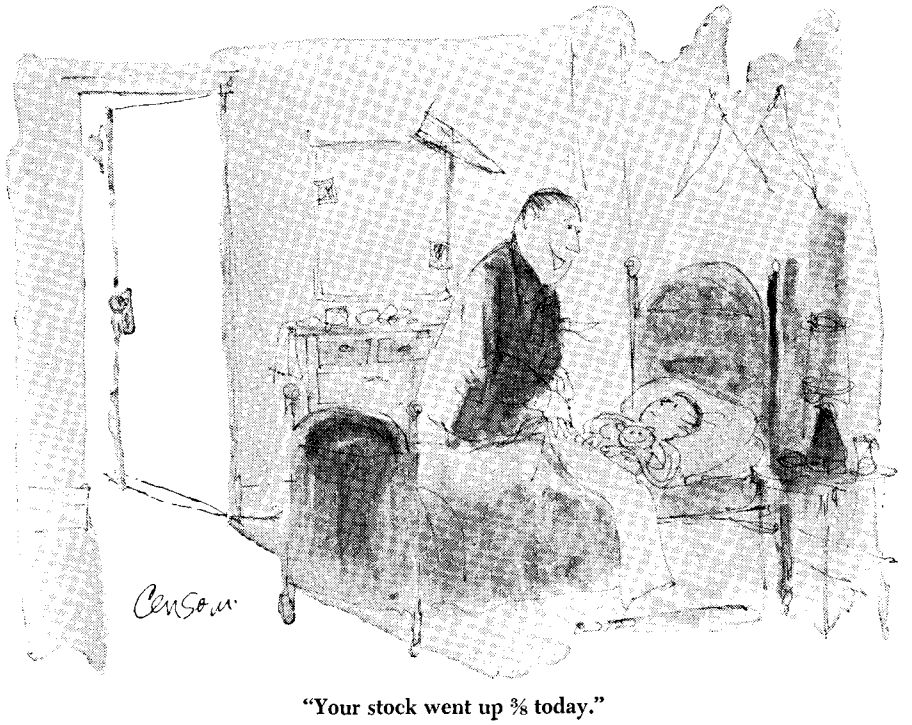
The faculty member who removes his blinders will find that university publishers issue books that actually are books (not nonbooks and Christmas packages), that the university publisher is willing to edit carefully, promote widely, and keep available—practically forever if need be—his really first-rate work. The scholar will find that the professional skills in his local press are equal to the best in his favorite New York firm, but the focus of the university press is on the small-edition book—his book. Moreover, if he wants prestige by association, he will discover that on his university press list he is rubbing shoulders with writers of world renown.

Nevertheless, for the most part, the local professor can't wait to hop the plane for New York if he thinks he has something that is genuinely good. And, not satisfied with securing the money-making textbook, the commercial publisher insists on broadening his net to scoop up the professor's best trade and scholarly books as well. Sometimes he even bargains, as a package deal, to issue a potentially unprofitable work in order to get the plum. Has it occurred to the scholar that a university press, especially equipped to handle his kind of book, might do it more successfully than a New York house reluctantly marketing it with the left hand?

Of course, advances against royalties are an attraction, and no one blames a hungry author. But an advance is merely a loan, which after all represents an onerous obligation hanging over the faculty member. If the scholarly press cannot offer advances, it will frequently not only match the trade publisher's royalty terms but keep those checks coming in. Any experienced writer can testify how much royalty one gets from a commercial firm whose initial promotional splash is quickly followed by dumping the baby onto the remainder stalls. In the long run, by publishing with his university press the scholar will enjoy expert professional attention for his definitive book, and earn as much as he could elsewhere on it. Furthermore, he will have the satisfaction of knowing that any profit it derives will help to subsidize a colleague's scholarly study.

In short, what the commercial publishers want is to publish the textbooks and the cream of the professors' trade books; the university presses can take the leavings. To the extent that the latter refuse to accept this situation, they will be the publishers of the future. After all, Harvard published the controversial C. P. Snow's *Science and Government*. Yale does Eugene O'Neill and has one of the slickest quality-paperback series in the business. North Carolina brought out the best-selling *Bridge to the Sun*, and Chicago did a successful book by Nobel Prize-winning Enrico Fermi.

The trouble is, many a scholar today is so pampered with jobs, research money, Fulbrights, Rockefeller, Ford, and Guggenheim grants, National Science Foundation funds and sabbatical leaves that when it comes to publishing he simply doesn't know the score.



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# Research on the Searching

I HAVE here several university press books dealing with American literature. I have read some, read in others, taken a look at still others. Ideally, of course, each should be carefully read and thoughtfully reviewed, but *SR*'s space and my time are both limited. I can only hope that it is better for the books to be given this sort of rough attention than for them to be ignored.

There are two books on Faulkner, two on Henry James, two on Mark Twain, and one each on Poe, Melville, and Whitman—writers who are constantly being subjected to scholarly examination. The one surprise is a little book on James Branch Cabell.

As has often been pointed out, Faulkner was pretty much neglected before the end of World War II; but since that time, heaven knows, he has been one of the scholars' favorites. The two studies that have just been added to a long list are *The Tragic Mask,* by John Lewis Longley, Jr. (North Carolina, $6), and *The Art of Faulkner's Novels,* by Peter Swiggart (Texas, $4.50). Longley teaches at the University of Virginia, and had the privilege of associating with Faulkner while he was writer-in-residence at that institution.

Although they have plenty of adverse comments to make, both men count themselves ardent admirers of Faulkner. Longley introduces the word "genius" early in his book, and Swiggart, in the restrained language of scholarship, observes that Faulkner "has written more excellent novels than any other American novelist, with the possible exception of Henry James." Longley concentrates on an examination of Faulkner's characters—comic heroes, villains, and tragic heroes. Swiggart, after some general remarks, offers a close reading of what he regards as the four major novels—*The Sound and the Fury, As I Lay Dying, Light in August,* and *Absalom, Absalom!* Longley's approach seems to me somewhat fresher and more rewarding than Swiggart's, though the latter makes many sound observations.

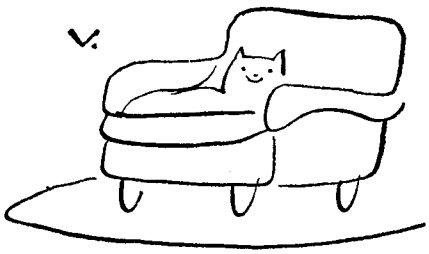
Of the two books on Henry James, one is a close examination of particular novels, the other a far-reaching study of the novelist's attitude towards his art. The former is *Henry James and the Dramatic Analogy,* by Joseph Wiesenfarth (Fordham, $4), and the four novels it discusses are *The Spoils of Poynton, What Maisie Knew, The Awkward Age,* and *The Sacred Fount,* all novels of James's middle period. Wiesenfarth analyzes these "dramatized" novels with care, and is particularly interesting on the subject of *The Sacred Fount.*

Walter F. Wright's *The Madness of Art* (Nebraska, $5.50) is an impressive piece of scholarship, showing a remarkable familiarity with James's work and with the great body of material that has been written about him. Wright attacks the old argument that James sacrificed life to art, and in general cuts through a considerable amount of misunderstanding.

Louis J. Budd's *Mark Twain: Social Philosopher* (Indiana, $6.50) follows the development of Mark Twain's thoughts on political and social problems from the beginning of his writing career to his death. Budd maintains that Twain was certainly not a radical nor even a thoroughgoing liberal. He struck blows now on one side, now on the other. "Obviously both conservatives and liberals can claim him if they merely look for what they want to find." Budd is right about Twain's inconsistencies, but at his deepest he was an opponent of the status quo, and, particularly in his later years, he struck some heavy blows against it.

In *Mark Twain and Little Satan* (Purdue, paperback, $1.75) John S. Tuckey has limited himself to a single problem—the writing of *The Mysterious Stranger.* There are three manuscript versions of this tale among Twain's papers, and Tuckey seeks to date them, using all the scholarly criteria. His conclusions bring into question certain assumptions made by Bernard De Voto and accepted by other scholars, and his book therefore makes a careful, if minute, contribution to literary history.

The book on Melville—of course there was bound to be one—is H. Bruce Franklin's *The Wake of the Gods* (Stanford, $5.75). Franklin's purpose is to show what use Melville made of Polynesian, Greek, Hindu, Egyptian, Druidic, and Christian mythologies. This is a large subject and a difficult one, for myths are notoriously protean and elusive. To a reader of Melville who is not an authority on mythology Franklin's treatment seems heavy-handed.



*Poe's Literary Battles,* by Sidney P. Moss (Duke, $6), is a livelier volume than most of those I have been discussing. As a critic, Poe sought to destroy the power of the ruling literary cliques in New York and Boston and to establish new and higher standards. He conducted his campaign with more vigor than taste, but he did make himself felt. Moss traces the course of his various controversies, with many quotations from both Poe and his enemies. If Moss's admiration for Poe's critical writings sometimes seems excessive, we must consider that, as he reminds us, Edmund Wilson has called them "the most remarkable body of criticism ever produced in the United States."

*The Evolution of Walt Whitman: The Creation of a Book* (Harvard, $7.50) is the second part of Roger Asselineau's study of Whitman as man and poet. It begins with a detailed, copiously documented study of the themes of *Leaves of Grass,* such as the body, patriotism, democracy, slavery, and industrialism. Asselineau then examines Whitman's style, language, and prosody. The book is remarkably lucid as well as remarkably erudite, and Asselineau, who is professor of American literature at the Sorbonne, takes a high place among Whitman scholars.

THE book on Cabell is *Jesting Moses,* by Arvin R. Wells (Florida, $5). As Wells puts it in the preface, "For nearly thirty years now James Branch Cabell has remained on the ultimate periphery of critical attention." Wells is not clamoring for a revival of Cabell, but he does find a good deal to say on behalf of both his theory and his practice. It would have been interesting if Wells had also investigated the problem of Cabell's reputation, which rose so spectacularly in the Twenties, after years of neglect, and then declined so pathetically in the Thirties.

Young teachers of English have to produce books and older ones find it expedient to do so. Although some are genuinely involved with their subjects, others are merely doing a job. However, standards of scholarship are high, and if most of the books I have commented on are not inspired, they are conscientious and useful.

—GRANVILLE HICKS.



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# Custodians of the Conscience

***The Struggle of the Modern,*** *by Stephen Spender (California. 266 pp. $5), exalts the determination of today's best artists to deal with our moral failure. Emile Capouya has contributed numerous articles to literary journals.*

By EMILE CAPOUYA

A FRIEND of mine, heavily influenced by James Joyce and Mr. Dooley, exclaims, "This is sure a great error we're living in!" He refers, of course, to the rise of atomic physics and the decline of the West. But self-deprecating humor is only the handiest tactic for dealing with our predicament; Stephen Spender devotes his book to a discussion of the further strategies adopted by the great writers of the century in their attempts to cope with the new barbarism of masters and masses in a mechanical age.

For that has been the self-appointed task of the most important writers in English in our time—including Joyce, Pound, Lawrence, Yeats, Eliot, Auden. Mr. Spender calls them "the moderns" and "the recognizers," distinguishing them from "contemporaries" and "non-recognizers." The first group is characterized by its acute awareness of crisis and disintegration, and its resolve to grasp the sorry scheme entire. The solutions proposed by these writers range from resuscitating or reinventing the entire cultural history of the West to inducing a derangement of the senses that is purely of our time; from reviving Christianity to enlisting under the banner of dialectical materialism; from "These fragments I have shored against my ruins" to "Make it new."

Such are the "moderns," utopian, visionary, radical. The "contemporaries," on the other hand, are those who do not agree that the time is out of joint, but whose deepest feeling is that there is nothing wrong with us that more knowledge, more science, more rationality will not cure. Mr. Spender mentions in this connection Arnold Bennett, H. G. Wells, and C. P. Snow: all honorable men, he seems to say, but somehow oblivious to the fact that a certain conception of knowledge, a particular style of scientific enterprise, a very special form of rationalism are what have given us Fascism, Communism, Capitalism—Buchenwald, the Russian purges, and Hiroshima. Do not go gentle into that good night, the poet adjures us. But how can we not, unless we invent a style of knowledge, science, and rationality not dreamt of in their philosophy?

You can see that Mr. Spender is talking about life and death. It is the great merit of all these essays that from many directions they define and exalt the determination of the first-rate artists of the age to deal with our moral failure and help us to be men. The book's chief defects are its invertebrate structure and careless style. Lack of organization is no virtue in a polemical work, and this book is at bottom a defense and illustration of the heroic moods. As such it is asking for a fight.

As for style, Mr. Spender's self-indulgence begins with his title. *The Struggle of the Modern*—Phoebus! what a name. When will we give up saying to just any adjective, "I dub thee noun," expecting a hypostatized attribute that has yet to win its spurs to rise up reified? That is the way to cheapen nobility. And what are we to make of a distinguished man of letters who serves us up this paragraph:

> Although there was a clear distinction between the revolutionary traditionalists and the neo-traditionalists, there was also a tendency for some revolutionary traditionalists to become neo-traditionalists. The balance of creative consciousness was always precarious in the work of poets who wrote criticism. The poet-critic tended towards the critic-poet.

We deserve better prose.

The coyness and carelessness extend to Mr. Spender's thinking. He knows, and more or less says, that art is now the repository of values that once were the heart of religion, that art is now that realm of communion in which our values are formulated and refined—in other words, that poets are the unacknowledged legislators of mankind. How does he introduce this insight?

> The belief that poets can alter and have altered the world is contained in Shelley's famous claim that poets are the unacknowledged legislators of mankind. No modern poet would regard this as anything but preposterous.

After which disclaimer comes a chapter on the shaping power of the imagination, capped with this conclusion:

> I suggest that Yeats and Eliot and Lawrence and Faulkner, in spite of the fact that they themselves were traditionally-minded artists who deplored the breakdown of tradition in the life around them, nevertheless clung to the idea that the imagination must in modern circumstances reinvent values. It is the contradiction between an eighteenth-century, almost classical critical awareness and artistic self-consciousness, and this trust in the miracle-producing resources of the individual imagination, to which we owe the great achievements of modern art. There is danger today of the paradox being forgotten and of us relying too much on intellectual attitudes.

Why not have said so at once? Because the great achievements of modern art did not in fact save us from Buchenwald, the Russian purges, and Hiroshima. That is why Mr. Spender and all of us feel apologetic about art: our sword that will not save.

Our attitude has been called the failure of nerve. It leads Mr. Spender to lend his talents to the Congress for Cultural Parochialism. Each of us knows best what degrading things it leads us to in our own lives. Mr. Spender and all of us would like a polity inspired by art, love, and reason. He made a stab at it once, but his God failed him, and as far as I can see he has an honorable excuse. But some of us have never made a stab at it. We don't want the world to be defined for us by Kennedy and Khrushchev, do we? Then what is our excuse?



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# Institution of the Unique

***The Gates of Horn: A Study of Five French Realists,*** *by Harry Levin (Oxford. 554 pp. $8.50), examines the work of Stendhal, Balzac, Flaubert, Zola, and Proust. Leon S. Roudiez teaches the contemporary French novel at Columbia University in New York.*

By LEON S. ROUDIEZ

THERE is here much to praise and much to quarrel with. Praise is sterile, however, and quarrel fecund: I shall thus emphasize the latter, for Harry Levin is too good a critic and scholar to be dismissed with a garland of eulogies. At the same time, I wish to make it clear that *The Gates of Horn* represents an outstanding critical accomplishment.

The book is essentially two things: a series of essays on "the relation between literature and life," and an examination of five French novelists—Stendhal, Balzac, Flaubert, Zola, and Proust. All five are dubbed realists, and this is where the first demurral must be voiced: any concept of realism that could fit such diverse writers becomes vague to the point of meaninglessness. Professor Levin defines realism variously as "an endeavor to emancipate literature from the sway of conventions," as "a process of rectification," as "verification," as "a searching and scrupulous critique of life," and as "disillusionment." Implicitly, all good writers belong to such a tradition of "realism"; explicitly, the novel as a genre is assumed to be inseparable from bourgeois society. It mirrors the rejection of social myths, dreams, or illusions, and underscores the accent on reality that supposedly characterizes our society.

While this may well be accurate with reference to novels in the aggregate, does it really apply to the accomplishments of the "unique personalities" that Harry Levin discusses? He and Georg Lukács are undoubtedly right in calling the novel "the peculiar genre of bourgeois society"; but would it not be appropriate to add that it was dominated by those aspects he stresses only so long as it was the genre of the bourgeois class? Concomitantly with the transformation of the bourgeoisie from class into society and its breaking up into loosely organized fragments (such as the intellectual class, or the managerial class), the better novelists have been struggling to free themselves from the traditions of bourgeois novels and gain access to what Levin terms the "institution" of literature. As a result of their successful efforts, there are now many mansions in the house of fiction—not merely windows, as James had said. The claim to greatness of nineteenth-century French novelists is based in large part on what they rejected, but they rejected more than Professor Levin seems willing to grant, and this includes certain aspects of the convention known as realism.

The "gates of horn," as opposed to "the gates of ivory," is a metaphor Homer assigns to Penelope as she tries to distinguish between dreams that do and do not come true. Although not too relevant to the art of the novel, the image provides a good title and sets the tone for a learned, readable disquisition. Harry Levin's knowledge is wide and often illuminating; he is also a sensitive critic, but, on occasion, this quality is brushed aside by the sweep of his information. To pick but one example, does he really enhance our understanding of Proust's novel when he notes, apropos of Marcel's grandmother who quotes from Mme. de Sevigné's letters, that the seventeenth-century Marquise had a "notoriously ungrateful daughter"? On the other hand, his observation that the irony in *Madame Bovary* is similar to that found in the poetry of Jules Laforgue and Eliot is most apposite.

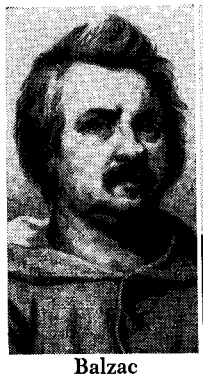
Professor Levin deplores the excesses of both historical and textual criticism. He does, nevertheless, favor a mild form of historicity, and writes that "we have not analyzed a novel until we have discovered its place in the mind of the novelist, in the movement of the age, and in the tradition of literature." Such things are fascinating and important, but more so to critics and practitioners of the novel than to the common reader; they are secondary to our understanding of *what* the novel accomplishes, and *how*.

Mr. Levin would probably agree that the greatest works of art, be they novels, poems, or paintings, are those that have changed our concepts or attitudes. The finest tribute he pays to any of the five novelists he has presented is contained in the concluding lines of his section on Proust: ". . . the serious reader, completing the final page of the many-volumed novel, is not the same person who opened the first volume some time ago." One might wish that he had laid more stress on how his other novelists have also changed our consciousness. In this connection, to compare, as he does, Zola with Camus and Malraux is thoroughly misleading; to suggest that "with Stendhal we undergo, at first hand, the rites of initiation into the nineteenth century" is hardly an enticement for the many who may well think they have enough troubles with the twentieth.

Realism, as a concept of either philosophy or criticism, was ambiguous enough before Professor Levin stepped in. It is a pity he could not provide us with a new term or phrase: the idea he disguises with the old term, closely related to Malraux's notion of art as accusation, is most fruitful, both as an

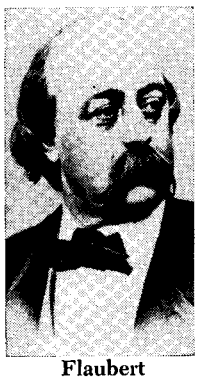
**Greatness from what the novelist rejected.**

Stendhal

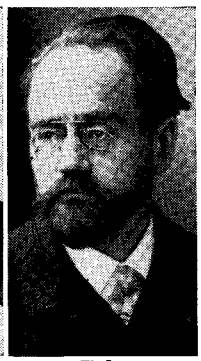


Balzac

Proust



Flaubert



Zola



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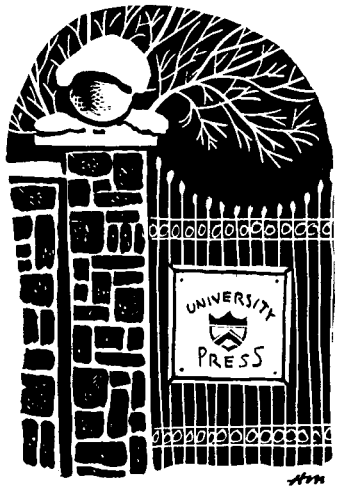
approach to literature in general and as a means of illuminating hitherto neglected aspects of a given writer. But it is high time the vocabulary of academic criticism was rid of its dead weight. To paraphrase a passage that Harry Levin quotes from *A Farewell to Arms*, abstract words such as reality, nature, truth, or beauty are obscene beside the concrete facts of a novel's performance. They are empty shells that should be left to rattle among skeletons of the past. Stripped of them, *The Gates of Horn* might have focused more clearly on the facts of literary creation. It is, nevertheless, the mature work of a gifted scholar, and deserves to be widely read and seriously discussed.

# To Be Freed from Freedom

***The Hero of the Waverley Novels,*** *by Alexander Welsh (Yale. 273 pp. $6), sees ambivalences in the work of Sir Walter Scott that reflect the latter's own vacillation between the values of the Enlightenment and of Romanticism. Morse Peckham is professor of English literature at the University of Pennsylvania.*

By MORSE PECKHAM




EVERYONE, including Sir Walter Scott, has complained about the heroes of the Waverley Novels. But Alexander Welsh, aware that a negative evaluation of some aspect of a work of art may be no more than a recognition that it is a departure from what the reader expects, has not been content to complain. The result is a book of very great merit; it gives us not only a new way to look at the hero, but a new insight into the meaning of the novels, their connection with Scott, and his stance towards certain central problems of his time. Indeed, it suggests a solution for the whole problem of Scott, who is baffling precisely because he seems from one point of view a man of the eighteenth century, and from another one of the major Romanticists of Europe.

Mr. Welsh begins with the distinction made by Scott and his contemporaries between the novel and the romance, the first having as its object the exploration of the real world and the second projections onto that world. This discrimination is satisfactory neither historically nor theoretically; but it does reveal the problem of the nineteenth-century novelist: the simultaneous presentation of reality and projection (or symbol) in one work, a problem first solved successfully in *Moby-Dick*. With the Waverley Novels thus identified as romances, the problem of the hero is manageable. What does he symbolize? Of what values is he a projection?

The first gain from this approach is Mr. Welsh's ability to dispose of the question of whether Scott's stories should properly be thought of as historical novels. They should not. Rather, Scott uses the historical events in which he places his passive hero as observer —or "excursionist," to use Mr. Welsh's admirable term—as an analogue of the political and social situation of Scott's own world, in which the primary fact was the threat of the French Revolution to social stability and its source, property. This Scott and Burke and innumerable theorists of the Enlightenment, including many of the Revolutionists themselves, conceived to be a basic right of man, the right on which society is built and which it is the primary task of government to protect. Since, like Wagner's Fafnir, property only sits and possesses, the Waverley hero, symbol of its values, is a passive hero, never acting, always acted upon; his virtue is honor, or social status; his suffering is shame, not guilt; his symptom is anxiety, not rebellion; in difficulties he relies on authority, not on choice; his reward is the blonde heroine --and heiress—and the confirmation of his own questioned claims to property. He is freed from freedom; he lives in terms of social role, not identity or selfhood. "In fiction Scott never directly treats the French or any other revolution of the 'horrid *servile* kind,' yet the Waverley Novels tell an extraordinary tale of property and force."

But Mr. Welsh also finds the books full of ambivalences; he uncovers the dark hero and the dark heroine. And their values are neither those of force and revolution nor those of property and passivity. They act from themselves, and are destroyed. Scott had handled such figures before, in his poems; there they were the predecessors and models for Childe Harold, Manfred, and Byron himself, as well as the common conception of Byron and the Romantic hero. They are the ancestors of Julien Sorel and Captain Ahab.

Though Mr. Welsh does not draw this conclusion, the Waverley Novels are revealed as the works of a man startled and frightened by the implications of his own daring, of a man struggling against his own sense of social alienation, of a man torn between the values of the Enlightenment and those of emerging Romanticism. In this brilliant and closely reasoned book the hero of the Waverley Novels is for the first time made interesting, significant, and convincing; but Mr. Welsh has also confirmed the pallidity of a ghost born of Scott's own ambivalence about the adequacy of society to fulfill the profoundest needs of the individual As a Romantic, Scott longed to be condemned to freedom.

**Out of the Grotto:** Since the grotesque is a canon or caprice of taste capable of cropping out in a great variety of works of art or letters, the task of tying it down to a valid definition or set of definitions and following its locustlike saltations through history is an enormous one. It is the sort of task, however, that traditional German scholarship undertook when all others blanched at its challenge.

Wolfgang Kayser, professor of literature at Göttingen University until his death in 1960, has done remarkably well in achieving in *The Grotesque in Art and Literature* (Indiana, $6.95) a compact, five-chapter survey, which, with Teutonic *Gründlichkeit,* he refuses to call a history. "For such an undertaking would presuppose a knowledge of all literatures as well as the plastic arts produced by all peoples and ages."

Kayser's first two chapters trace the meaning of "grotesque" as a style deriving from Roman grotto art discovered during *Quattrocento* excavations, and on through the word's semantic shift to such eighteenth-century meanings as "bizarre" or "ridiculous." Bosch and Brueghel (whose works in the Prado first inspired Kayser to undertake this study) combat the smugness of neo-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classic art, while Shakespeare, "master of the grotesque," undermines neoclassic theatre.

Romanticism adored Gothic and grotesque elements, preaching that art and poetry had a license to mix "sublime with grotesque, awesome with burlesque, and tragedy with comedy." If the views of Schlegel and Hugo are familiar, the examples of Romantic grotesque adduced by Kayser are largely new and welcome. Chapter IV establishes grotesque as a catalyzer which seeped through Romanticism and nineteenth-century realism, forming a curious bond between them.

Most original is the final chapter, following the will-o'-the-wisp of grotesque down to such recent figures as Strobl, Kafka, Mann, Arp, Max Ernst, Dali, Ensor, and many others. A thoughtful *Nachwort* concludes: "Our survey has established the fact that artists of subsequent ages consciously harked back to the early masters of the grotesque. In spite of the structural similarity of all grotesques, the styles of individual artists and ages were easily discernible. At the same time, two basic types of the grotesque emerged: the 'fantastic' and the 'satiric.'"

Ulrich Weisstein has executed a loyal translation of this brilliant survey.

—Robert J. Clements.

**Energizing Experience:** Future interpreters of Shakespeare will have to take into account John Holloway's *The Story of the Night: Studies in Shakespeare's Major Tragedies* (Nebraska, $3.50). The author first assays the "current coin of Shakespeare criticism" and finds it narrowly concerned with "values" and flawed with metaphorical exposition. To correct this, Mr. Holloway emphasizes the dramatic action that embodies values, and brilliantly demonstrates how the tragedies germinated in Elizabethan ethics and metaphysics. Recent critical errors, he says, have resulted from the failure to consider, much less understand, the beliefs and the moral imperatives that guided Shakespeare's audience. Echoing De Quincey, Holloway affirms that the tragedies generate that peculiar power that affects us as life does, through a memorable "energizing" experience, while at the same time they show how the experience may be used.

The author sees a mythic pattern in the plays, whereby a protagonist is placed in an "ordeal of great and alienated [men] who are pursued by life until they are sacrificed." He theorizes that this scapegoat theme enlarges the impact on the spectator, for whom the hero is a surrogate sacrifice.

The book demands concentration; as rewards it offers original and persuasive insights into the tragedies (notably, for me, *King Lear* and *Othello*). It will arouse debate, but Mr. Holloway's targets had better recognize that he is no mere sniper; he deploys siege guns from positions of great strength.

—Curtis C. Page.

**A Part of Knowledge:** By examining Chaucer's use of rhetorical tradition and his reflections upon his art, Robert O. Payne explains in *The Key of Remembrance: A Study of Chaucer's Poetics* (Yale, $5) how Chaucer's poetry "works," achieves its effects, and struggles for freedom within the limits of its conventions. Like the rhetoricians, Chaucer regarded poetry as a part of knowledge, its value to be measured by utility or effect. He employed literary sources to bring past and present consciousness together, to make present experience meaningful, to validate "truth by finding it in the past and making it live in the present." Limited by rhetorical theory in his lesser works, Chaucer wrestled unsuccessfully with esthetic problems, Payne believes, even in *The Canterbury Tales*. For Payne, *Troilus and Criseyde*, exhibiting "the difference between a poem which merely has a moral, and a poem which *is* moral," is Chaucer's triumph.

—Robert D. Spector.

**Poet of a Public Order:** More than either critical appraisal or biography, although partaking of both, Valerie Pitt's *Tennyson Laureate* (Toronto, $7.50) is a study of the poet's development. Popular theory arrests Tennyson's poetic growth in 1842, regarding his later writing as either unworthy or repetitious, and concluding that his poetic power utterly failed him after he became Laureate in 1850. For Miss Pitt there is no real substance to these views as she examines the manner in which "the poet of a purely private emotion" became "the poet of a public order." Indeed, she regards his 1842 volume as "preparation for the Laureateship," helping "him to lay hold on the office as a vocation not a sinecure." For her his real achievement was in combining "poetry of statement with a new kind of evocative and symbolic poetry."

—R. D. S.

**Beatitude and Epiphany:** In *Rimbaud's Poetic Practice: Image and Theme in the Major Poems* (Harvard, $5), an attractive reading of Rimbaud, W. M. Frohock provides a welcome corrective to the common representations of the poet as wild-eyed, drunken, raving pederast. In the process, however, Mr. Frohock is capable of oversimplification and of striving for the chic phrase at the expense of accuracy. In an effort to discover beatitude or epiphany sighted then lost in all Rimbaud's work, distortions occur, while phrases such as "the poet as performer" or "the ritual pattern of the Shaman's initiation" are unconsciously humorous. The interpretation of *Une saison en enfer* not primarily as revolt but as penitence reveals a stuffy orthodox Catholicism at work. Such lapses are probably inevitable where Rimbaud is concerned; nevertheless Mr. Frohock remains more readable and intelligent when wrong than many other critics when right.

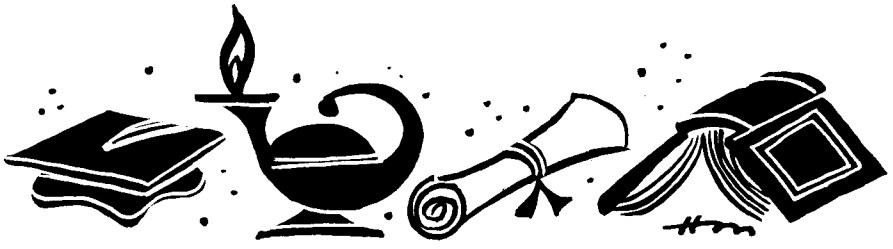
—John McCormick.

**Synthesizing Opposing Elements:** For Radcliffe Squires, author of *The Major Themes of Robert Frost* (Michigan, $3.95), the indecisiveness that some critics have ascribed to Frost's poetry is instead an attempted synthesis of opposing elements. Frost does not altogether accept or reject the popular contemporary vision of doom or the orthodox optimistic faith. In the contest between man and nature, the poet desires the victory of neither, but sees the continuing struggle as important for the enlargement of the human spirit. Nature's transience is no more or less real and significant than its permanence; rejecting neither, he accepts both. Squires is unsparing of the cant in Frost's public utterances, his dangerous tendency toward anti-intellectualism, but celebrates the manner in which this "exploratory poet," making the most of his New England heritage and setting himself apart from his own contemporaries, has inched in "upon his [own] commitment from do when they are right.

—R. D. S.

**Terrifying Sophistication:** Reuben Brower, the distinguished Harvard teacher of poetry and author of *The Fields of Light* and *Alexander Pope: The Poetry of Allusion*, has now brought his quiet

(*Continued on page* 43)





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PHILOSOPHY

# The Philosophers Choose Sides

By REUBEN ABEL, *who is the author of "The Pragmatic Humanism of F. C. S. Schiller"*

THE SCANDALOUS situation of philosophy in our times is that it has been split in two. In America and England philosophy is largely pragmatism, positivism, logical empiricism, linguistic analysis, and philosophy of science; in Europe, it is mainly phenomenology, metaphysics, and existentialism. But there has not been any battle between these two views; would that there were! Rather, there has prevailed an air of hostile unconcern—often expressed in the mock-serious complaint that the other side wasn't really "doing philosophy" at all.

It is good to be able to report that several new books indicate efforts to cross the chasm. Mikel Dufrenne, a French phenomenologist who has spent some years lecturing in America, has tackled a basic problem head-on in *his Language and Philosophy* (translated by Henry B. Veatch, Indiana, $4.50). Language is perhaps the most characteristic human attribute; yet we can never examine it fully because we can never quite get outside of it—perhaps like passengers on an ocean liner trying to "get a picture" of the entire ship. Wittgenstein, one of the patron saints of Anglo-American philosophy, has said, "If we spoke a different language, we would perceive a somewhat different world." Note how close this is to Dufrenne's assertion—coming from the opposite pole— "We view the spectacle of the world more with our words than with our eyes." Dufrenne argues that language has a certain independence from human thought: "in speaking, the human being by his words accomplishes a purpose that quite surpasses him." This is the approach of phenomenology; language is a part of Nature found by man, rather than entirely devised by him: "the world speaks to us; it comes and lets itself be caught in the snare of words." Isn't it often true that we don't quite know what we are thinking until we have said it? The "natural language" for Dufrenne is most nearly grasped in poetry; and it is the basis for the language of logic. Dufrenne draws on linguistics, information theory, biology, and modern theories of logic. His book is a vivid and readable introduction to phenomenology. But the hard-boiled empiricist would have to characterize it as but another charming expedient in the age-old idealistic struggle to avoid facing man's aloneness in an indifferent universe.

One of the great names in French phenomenology is that of Maurice Merleau-Ponty, who died untimely two years ago. His inaugural lecture before the Collège de France, upon being elected to the chair in philosophy in 1953, is now published as *In Praise of Philosophy* (Northwestern, $3.50). After discussing the philosophies of his predecessors in the chair, including Bergson, and the views of Hegel and Marx, the author says, "It is useless to deny that philosophy limps . . . [but its limping] is its virtue . . . the very detachment of the philosopher assigns to him a certain kind of action among men." The translators, John Wild and James M. Edie, say in their preface that this "new way of thinking relevant to the situation and problems of our time . . . goes by many different names including phenomenology and existential philosophy. In our own country William James called it pragmatism and, later, radical empiricism." But surely such an identification is misleading. Certain analogies do exist, such as the emphasis on process, and on the finding of meanings in experience, in the *Lebenswelt*. But one has merely to reflect on their opposition on such basic issues as logic, the "Absolute," the definition of truth, political philosophy, metaphysical "nothingness," etc.

Ten members of the Philosophy Department of Penn State have jointly produced the collection *Essays in Philosophy* ($5.75). Nine of the essays are in the glorious old tradition of free metaphysical speculation — on the nature of man, on the limitations of reason, on Whitehead's God, on the beginning of philosophy, on Thomism, on creation — on those topics that the positivist calls "poetry." But there is some evidence of empiricist cross-fertilization. The metaphysician sometimes writes as if a positivist stood over his shoulder asking, "How do you know?" The solitary philosopher of science, Henry A. Finch, tries to apply rational analysis to the enigma of the fruitfulness of scientific concepts.

John E. Smith of Yale has adroitly titled his new study of Peirce, James, Royce, Dewey, and Whitehead *The Spirit of American Philosophy* (Oxford, $5). For he has tried not only to convey the guiding motives or essence of philosophy since the Civil War, but also to clothe it in a rather spiritual interpretation. It has been said that Jowett translated Plato not into English but into Christian. Here, I think, Mr. Smith has selected and oriented his material from the viewpoint of the importance of religion. No one of course can write a book like this without a stance, conscious or implicit. However, nothing is said of Dewey's logic (the capstone of his philosophy) nor of Peirce's categories (perhaps the most original metaphysics of our times) nor of James's core doctrine of truth as cash-value. Santayana is omitted, as "not representative of the main drift of American thinking." One would wonder, however, whether Royce and Whitehead are more so Peirce's interpretation of evolution is made to appear less philosophical than religious. The penultimate sentence in the chapter on Dewey asks whether "esthetic value . . . can suffice to provide the courage which, in former times, was derived from the faith of religion."

Another imaginative religious orientation of philosophy is Stringfellow Barr's series of lectures on *The Three Worlds of Man* (Missouri, $2.50). He is struck with the fact that our "era of violence" is not without predecessors. When the Peloponnesian War ended with the fall of Athens, "Socrates had lived through the whole hideous tragedy of war, armistice, war again, repeated revolution, deportations, massacres, displaced persons, stateless persons, enslavements, mass rapes, treachery, fear, and hate." Socrates thus came to feel the inadequacy of the ancient Greek virtues of prudence, courage, temperance, and justice. In a quasi-anticipation of Christianity, then, he found that, to be effective in the world of action, a man must be effective not only in the world of thought, but also in a third world of grace, in which God helps man.

Books on philosophy in America do not now usually have the wide audience they once commanded. The problems are often too technical, the language too specialized, the issues too remote from the ordinary affairs of men. We should rejoice that these new books make the attempt to reach not only the intelligent layman but also the philosopher on the other side of the abyss.

**LITERARY I.Q. ANSWERS**

Column Two should read: 3, 8, 5, 9, 10, 2, 1, 4, 7, 6. Column Three should read: 5, 7, 6, 8, 3, 10, 4, 9, 1, 2.



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FICTION

# A Nostalgia for Tyranny

***The Subversive (El Filibusterismo)**, by José Rizal, translated from the Spanish by León Ma. Guerrero (Indiana. 299 pp. $4.50), indicts the reactionary colonial government of the Philippines in the 1880s. Donald Keene is professor of Japanese at Columbia.*

By DONALD KEENE

SEVERAL years ago, when the proposal that Spanish be adopted as one of the working languages of the United Nations was being debated, the Filipino delegate delivered a moving plea for the language of the *conquistadores*. One remembers this fact with astonishment while reading *The Subversive*, for José Rizal's withering description of Spanish colonial rule in the Philippines surely leaves little room for affection. Nevertheless, if the Spanish language is today rapidly dying out except among the upper crust of Philippine society, the heritage from Spain, whether in the religion of the Filipinos or even in their names, lives on, seventy-one years after the publication of Rizal's novel.

Rizal is the national hero of the Philippines, a martyr (in 1896) to the cause of independence. Accordingly, his novels are read in the islands not merely as works of literature but almost as sacred documents. It is not difficult even for us as we read *The Subversive* in León Ma. Guerrero's excellent translation (one really must know the earlier translations to appreciate fully Ambassador Guerrero's achievement) to understand why Rizal's books should continue to move his people. Life in the 1880s under the reactionary, priest-ridden colonial government is mercilessly described, yet we may gather that for Rizal neither Spain nor the various orders of friars were wholly to blame for the situation: the two most eloquent figures in the novel, a liberal official and a priest, assert that the colonial system itself had hopelessly perverted Spanish honor and religion. Vividly evocative of the Philippines eighty years ago, Rizal's descriptions constantly suggest more recent events elsewhere.

In *The Subversive*, an indictment of a society and a system, the Spanish rulers blatantly voice their arrogant imperialism: "When you want to rule a people you must convince them that they are fit only to be ruled; they will laugh the first day, they will protest on the second, on the third they will begin to doubt, and on the fourth they will be convinced." But Rizal was not blind to the danger that the Filipino people, having once gained independence, might not assume its responsibilities: "What is the use of independence if the slaves of today will be the tyrants of tomorrow? And no doubt they will, because whoever submits to tyranny, loves it!" The Filipinos have rejected the tyranny of the past, though, one may suspect, some nostalgia for it lingers on.

Judged solely as a literary work, *The Subversive* has many obvious failings. Because it is the continuation of Rizal's *Noli Me Tangere* (translated by León Ma. Guerrero as *The Lost Eden*), the reader without knowledge of the earlier book may be puzzled by references to bygone events. Moreover, as in most continuations of successful novels, its characters are less convincingly drawn; hardly one emerges as more than the personification of a set of beliefs. And the unsatisfactory plot seems but an excuse for Rizal's powerful descriptions of Philippine society.

The most attractive feature of the writing is the humor that runs through Rizal's pages as he observes the foibles of both Spaniards and Filipinos. Our most lasting impression of *The Subversive*, apart from its importance as the chronicle of a stage in the struggle against colonialism, may be of the extraordinarily attractive nature of the author himself. Surely few countries are as fortunate as the Philippines in their national hero.

# No Patience with Complaisance

***The Psychiatrist & Other Stories**, by Machado de Assis, translated from the Portuguese by William L. Grossman and Helen Caldwell (California. 147 pp. Hardbound, $3.50. Paperback, $1.95), employs irony to probe significant elements of the human situation. "The Contemporary English Novel" and "C. P. Snow: The Politics of Conscience" are recent books by Frederick R. Karl.*

By FREDERICK R. KARL

IN "Education of a Stuffed Shirt," one of the stories in this fine collection by the Brazilian Machado de Assis (1839-1908), a father informs his twenty-one-year-old son how to succeed as a stuffed shirt: that is, as a man who makes the world bow before his commonplace achievements:

> Only, you must never make use of irony, that vague movement at the corner of the mouth, that thing of mystery, invented by some decadent Greek, caught by Lucian, passed on to Swift and Voltaire, a trait befitting skeptics and men of enlightenment. No . . . rather the vulgar story! Use our good old vulgar story—our friendly, smutty, fat-witted, frankly vulgar story—that has no veils or false modesty, that hits you full in the face loud as a slap with the open hand, that makes the blood leap in a man's veins and breaks his suspenders with laughing. Yes, use the vulgar story.

The author's revulsion underlying this statement recalls the devastating irony of Flaubert's *Bouvard et Pécuchet*, Dostoevsky's *Notes from Underground*, Chekhov's *Ward No. 6*, and Melville's *Confidence Man*. Although far less known to American readers than these other writers, Machado de Assis reacted to nineteenth-century smugness and materialism with similar scorn. But even while he mocked those who desire success at the expense of wholeness, like Chekhov he did not destroy his characters to avenge their weaknesses.

These stories—so ably translated from the Portuguese by William Grossman and Helen Caldwell—are of a piece with the novels that have established Machado's reputation in this country: *Epitaph of a Small Winner*, *Dom Casmurro*, and *Philosopher or Dog?* All contain profound reverberations beneath their witty exterior; all probe significant elements of the human situation while effortlessly unrolling seemingly commonplace plots; all explore the depths of man's experience with both understatement and sympathy.

In the titular story Dr. Bacamarte, practicing in a small Brazilian town, decides that most of the inhabitants are



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insane and need to be institutionalized. When they revolt finally against his excessive fervor, he changes his definition of insanity to indicate that "normality lay in a lack of equilibrium and that the abnormal, the really sick, were the well balanced, the thoroughly rational. . . ." Under this new set of conditions the psychiatrist himself, considered by all to be perfectly sane, is committed. Dying ingloriously in his own asylum, Dr. Bacamarte recalls Chekhov's Andrey Yefimitch (*Ward No. 6*) expiring, ironically, in the very institution whose humanitarian functions he has failed to understand. Machado here is clearly reworking Cervantes's point in the second part of *Don Quixote*, the archetypal novel in which the terms of sanity and insanity are thoroughly mixed, and often reversed. Behind Machado's attack upon "scientific reasonableness" is his concern with human values: it is people—not theories, hypotheses, or scientific principles—who must prevail, even when such people prove themselves frail, irresponsible, and unworthy.

With few exceptions, all of these pieces maintain a high level of interest: in particular, "Midnight Mass," "A Woman's Arms," "The Secret Heart," and "Father versus Mother." Machado's point of view may be elusive and ambiguous, but he is an undeniable master at shaping human responses and delineating the nuances of behavior underlying hypocrisy and pretension.

**1880s Success Story:** The republication of Robert Herrick's *Memoirs of an American Citizen* (Harvard, $4.75) raises the interesting question of why this book should have been so forgotten that it is now only a "document in American cultural history." It was moderately successful when first published in 1905, and has usually been regarded as Herrick's best novel.

Part of the neglect, of course, is the result of the kind of man and novelist Herrick was. Born in New England of "pure Puritan ancestry," to use his own phrase, and a student at Harvard in the 1880s, he was affected by the intellectual sterility of Santayana's *Last Puritan*. In 1893 he went to the newly founded University of Chicago to teach English, and remained there until 1923, aloof, unhappy, hating the raucous, ugly city.

As Daniel Aaron remarks in his introduction to this edition, Herrick's disillusionment began in "the fall of 1894 when the wind whipped through the lath-and-plaster skeletons of the Fair buildings and hordes of unemployed men slouched along the miles of squalid streets. . . ." Herrick disliked not only the shabby ruins of the gaudy World's Fair of 1893, but the whole social and economic face of Chicago. The moralist in him attributed the fault to the business ethics of the citizens, whose only ambition seemed to be to get rich as quickly as possible in any way they could.

*The Memoirs of an American Citizen* is a simple story of a country boy from Indiana, who arrives in Chicago penniless and becomes a millionaire through complete mastery of every trick known to the business community. Herrick tells this tale with consistent objectivity, in the hero's own words. The irony is implicit but unobtrusive. The narrator cannot understand why anyone is shocked by his methods. He "buys" a judge, and eventually buys his way into the U.S. Senate, but his methods are only those of his competitors; he is merely nimbler than they. He is helped by a "strong" woman who does not seem altogether credible, but he himself is real enough. In the Senate chamber he wonders if his efforts have been worth the trouble, and is still puzzled that his brother and sister-in-law (his former sweetheart) think him a fraud. Herrick does not spoil this flat ending by any intrusion of his own opinions.

—Gay Wilson Allen.

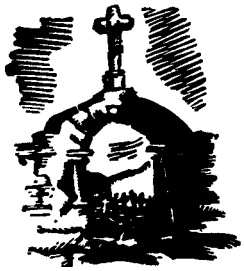
**All Things to All Men:** Although, on the whole, *Pseudonyms of Christ in the Modern Novel: Motifs and Methods* (Pittsburgh, $4.95) is full of illuminations, Edwin M. Moseley spreads a very wide net in his pursuit of overt and covert symbols. Occasionally, he makes the most of rather tenuous indications. At other times the analysis lacks something of precision and focus. However, the insights into Hemingway, scattered through the entire work, are outstanding. There are also memorable chapters on Conrad's *Lord Jim*, D. H. Lawrence's *Sons and Lovers*, and Steinbeck's *Grapes of Wrath*. Fitzgerald's *The Great Gatsby* is seen by Moseley as a prose wasteland in another evocative essay.

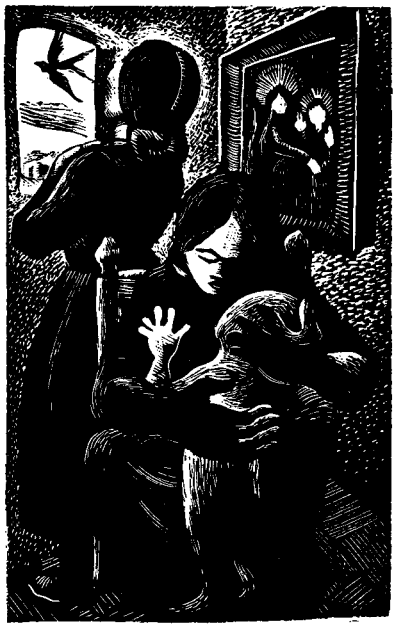
Ranging through such additional authors as Turgenev, Remarque, Faulkner, Silone, Malraux, Koestler, and Camus, Professor Moseley shows that the Christ symbol has in Pauline fashion been all things to all men.

At times the author oversimplifies in his analyses; he generalizes with a shade too much abandon; and occasionally he may discover a hidden Christ that isn't there at all. But the broad lines of his book still hold firm.

—Chad Walsh.

**"A Never-Ending Lent"** is novelist Agustín Yáñez's term for existence in the remote Guadalajaran village of his *The Edge of the Storm*, translated by Ethel Brinton (Texas, $6.50). The Spanish title, *Al Filo del Agua*, is a peasant idiom for the imminence of an event—here, the Mexican Revolution of 1910, in which the author sees the triumph of life over fear and guilt. Woodcut illustrations are by Julio Prieto.







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# Slow Recovery Since Wounded Knee

By JOHN COLLIER, *former Commissioner of Indian Affairs and author of "Indians of the Americas"*

AS RECENTLY as the mid-nineteenth century there flourished in our country, including Alaska, more than 500 Indian tribes, cultures, and biological stocks. The Indians numbered about one million. Today, including mixed-bloods, there are only about 600,000. The white man wrought ravage upon most of them until the year 1929 when the government began two decades of creative activity on the Indians' behalf. In 1950, however, the white man resumed many of his depredations, which continued for seven years. But today, except in Alaska, government-Indian and, generally, white-Indian relations are productive. Will they continue thus? Or will the desolating past—as disclosed in three recent studies—beleaguer them once more?

The first part of *The Last Days of the Sioux Nation* (Yale, $7.50) is a brief but accurate sketch of the tribes' lifeway as lived into the early 1880s. The second and main part is a detailed narrative of the Sioux tragedy, commencing with the outlawing by our government of their religion, and ending with the Wounded Knee massacre of December 1890. The author, Robert M. Utley, does not deal at all with the Sioux of the recent past or those of present.

The proscribed Sun Dance, he observes, "by accenting all the values of Teton culture, by exerting an enormous force on every individual, by strengthening the solidarity of the tribe, and by creating a sustained atmosphere charged with the most intense emotion, occupied a place of incalculable importance in the life of the Sioux."

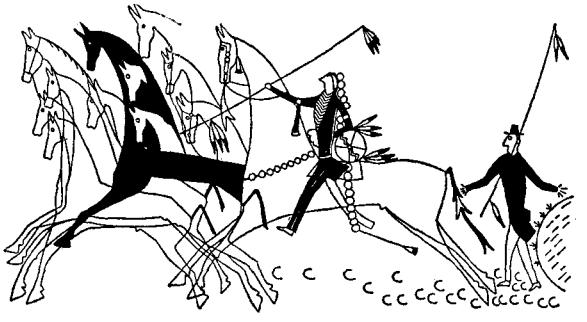
After Sioux religion had been outlawed, there arose in Nevada an impassioned creed and cult of nonviolence, of utopian pacifism, the Ghost Dance religion. This religion, diffused through the Inter-Mountain and Plains Tribes, was perceived by the Christian missionaries, by the Army and the government, and even by the whole American people as a religion of murder directed against the white race—and was extinguished in horror at the Wounded Knee Massacre of 1890.

Utley terms Wounded Knee a battle—not a massacre, as James Mooney and his contemporaries had termed it. A battle, not a massacre, was the Army's official term into recent years. Wounded Knee was a battle in the same sense that, twenty years ago, the resistance of the Jews at Warsaw was a battle. A few of the Sioux men fought back until they died, amid their slaughtered women and children.

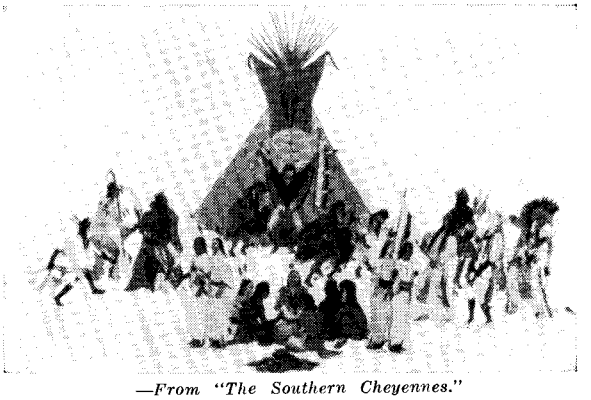
Yet somehow the Sioux have lived on—not only biologically, but spiritually. In April 1963 the Association on American Indian Affairs summarized a long list of Sioux achievements in the recent past and the present: "They have survived intact a century of repression and degradation. Today, the people of the Pine Ridge reservation are animated with as much initiative and civic responsibility as any community in the United States, exercising a new freedom to act in their own behalf, enjoying an unprecedented level of government-Indian cooperation."

In *The Southern Cheyennes* (Oklahoma, $5.95) Donald J. Berthrong provides more detail on Plains Indian culture than does Utley. "Their institutions were both meaningful and integrated," Berthrong concludes. "They had worked out a practical governmental system and a religion, or supernaturalism, directly related to the environment in which they lived, established a satisfying economy, maintained an orderly family and kinship system, and made alliances with powerful and friendly tribes." Thereafter, for 242 pages, *The Southern Cheyennes* tells about the warfares—the massacres, the scalpings and other mutilations of Cheyennes of both sexes and all ages—which continued from 1861 to 1875. Then: "The days of freedom were ended. . . . Stripped of their reservation several decades later by land-hungry American farmers and speculators, the Cheyennes declined as disease, despair, and lethargy took their toll. The Southern Cheyennes clung stubbornly to their institutions until finally, in the 1930s, some recognition of their culture was granted by the United States government" (in the Indian Reorganization Act of 1934 and other acts and regulations, which granted full measure of recognition).

In 1838 the Cherokees were herded along the "trail of tears" from their homeland in North Carolina toward Oklahoma, where they were successive-



**Drawing from a Cheyenne notebook captured at the Battle of Summit Springs.**



**"Dance of the Soldier Societies," a Cheyenne ritual. From a painting by Dick West.**

*—From "The Southern Cheyennes."*



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ly dispossessed of everything—of land, tribal autonomy, even language. Their communal being of many thousand years was suffocated. Although there were and are individuals among them who have achieved a place in the white world, as a tribe community the Oklahoma Cherokees virtually perished. Grace Steele Woodward does not choose quite to acknowledge this fact in *The Cherokees* (Oklahoma, $5.95).

However, near to their homeland a few hundred Cherokees escaped from the United States Army into the Great Smoky Mountains, where they lived for a number of years alongside the wildcats and bears. Then they returned to their homeland. As years went by, they purchased 56,000 mountain and cove acres, and in the 1880s incorporated under the laws of North Carolina as a community. Commencing in the early 1940s, these Eastern Cherokees burgeoned into a life that united their past with North America's hoped-for future. The details are given, although incompletely, in Miss Woodward's book. A white man—a man of self-effacing social creativeness, an Indian Bureau superintendent—participated in this Cherokee renaissance. Then, in a dark series of blemishes on the Indian Bureau's record this white man was ordered, summarily, to depart from the Eastern Cherokees in the early 1950s. But, thanks measurably to his efforts, their progress continues unabated to this day.

# Secretary of Our Early Wars

***The Papers of John C. Calhoun:*** *Vol. I, 1801-1817, edited by Robert L. Meriwether, and Vol. II, 1817-1818, edited by W. Edwin Hemphill (South Carolina. Resp., 469 and 513 pp. $10 each), illuminate the character of a zealous patriot and his early months as Secretary of War. Social historian Charles A. Madison wrote "Leaders and Liberals in Twentieth-Century America."*

By CHARLES A. MADISON

JOHN C. CALHOUN's capacity for leadership became evident early. An independent Madison Republican and a zealous patriot, he reacted strongly to England's violation of American rights on the high seas. As a member, and soon as chairman, of the Committee on Foreign Affairs, his role as "war hawk" was second only to that of Henry Clay. It was Calhoun's bill that became our declaration of war against Great Britain. In his eagerness for aggressive action he complained of "errors and mismanagement" on the part of the Administration, and asserted that "our executive officers are most incompetent men; and will let the best causes I fear perish in their hands."

The seventy letters, mostly personal, as well as other documents in Volume I of the Papers shed new light not only on Calhoun's character but on the background of the War of 1812. At this time, in sharp contrast with his later political philosophy, Calhoun encouraged the development of "manufactories" by means of a protective tariff, and exerted himself to strengthen the federal government. To a friend he wrote, "No menace, no threat of disunion shall shake me, from pursuing that course of measures, which I know to be for the honor and best interest of the nation."

The second volume differs from the first in both content and character. Covering only the first eight months of Calhoun's term as Secretary of War, the book contains relatively few complete documents, but nearly 3,000 summary references to letters and papers indicate Calhoun's multifarious activities and responsibilities.

Much of this material appears for the first time in print and pertains to such important yet routine matters as pensions for veterans, appointments to posts and offices, and the pressing problem of moving Indian tribes west of the Mississippi. Governed by the complexity of his task, W. Edwin Hemphill has found it necessary to omit detailed individual explications and to discuss the period in a comprehensive introduction of more than seventy pages.

Overshadowing all other activities of these eventful months was Andrew Jackson's unauthorized capture of the Spanish forts in Florida. Calhoun had ordered the pursuit of the marauding Seminoles into the Floridas and added, "Attack them within its limits, should it be found necessary." Jackson pursued the Indians across the border and not only defeated them but captured the Spanish forts, executing two troublesome Britons the while. On being apprised of the situation, President Monroe and his Cabinet realized that these acts of aggression might bring the U.S. to the brink of war with Britain and Spain unless Jackson were quickly repudiated. Yet they knew that the headstrong general would act rashly if thwarted, that he would accept no reprimand from Calhoun. President Monroe, being Jackson's old friend, thereupon decided to write himself. The letter he composed was replete with diplomatic guile.

The two volumes give earnest of others that should add much to the knowledge not only of the South but also of American history during the first half of the nineteenth century.

**Central Role in Pa.:** Although this sixth volume of *The Papers of Benjamin Franklin* (Yale, $10) covers but a year and a half, from the spring of 1755 through the summer of the following year, it documents an extraordinarily busy period in the career of the colonial statesman and savant. These letters and other writings, scrupulously edited by Professors Leonard W. Labaree and Ralph L. Ketcham, throw the spotlight on Franklin's central role in Pennsylvania during the French and Indian War. Leader and organizer of that province's defenses, he went among the Pennsylvania farmers and recruited wagons, horses, and drivers for General Braddock's ill-fated expedition against Fort Duquesne. His laconic comment on Braddock's defeat can scarcely be improved upon: "The General presumed too much, and was too secure." Franklin also served as one of three commissioners dispatched to Northampton County to organize its defenses against Indian attacks. Later he returned and, in sole command, built a chain of frontier forts, an activity that kept him in correspondence with George Washington, then commanding Virginia's western defenses.

Franklin's pro-war activities propelled him into the thick of the conflict with Robert Hunter Morris, the proprietary governor, over the issue of taxation for defense. Franklin advocated taxing the proprietary lands; and the Penns, rather than concede their exemption from public taxation, made a voluntary gift of money to defray some of the expenses of defense. As Franklin saw it, Pennsylvania's difficulties in mobilizing her resources for the war effort stemmed both from proprietary self-interest and from deep-seated Quaker pacifism; and, although the issues were different in the other colonies, each in turn posed obstructions to an all-out war effort. Franklin's observations and experiences served to buttress his conviction of the necessity of that union which he had projected at Albany the previous year. Neither the

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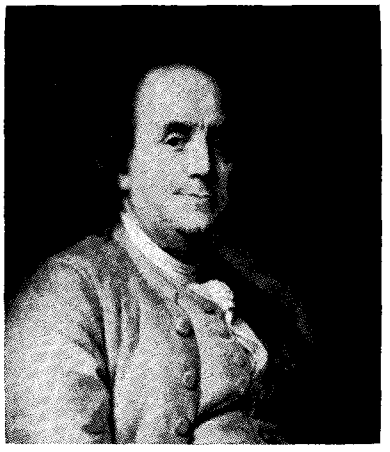
colonies nor England found the plan acceptable, and it was put on the shelf, only to be dusted off two decades later when revolution against the mother country dictated a form of united action by the rebellious states.

Despite the onerous burdens of defense and administration, Franklin managed at this time to supervise the affairs of the College of Philadelphia and the Pennsylvania Hospital, to conduct correspondence on electricity, on the effect of lightning, on population problems, and on ornithological matters, and to write two parables based on the Old Testament—one, which was heavily derivative, against persecution, the other, which seems to have been original, on brotherly love. Meantime his reputation was spreading. Honorary degrees from American colleges and election as a Fellow of the Royal Society saluted to the pragmatic politician, scientist, and man of letters who was already the most famous American of his generation. —RICHARD B. MORRIS.

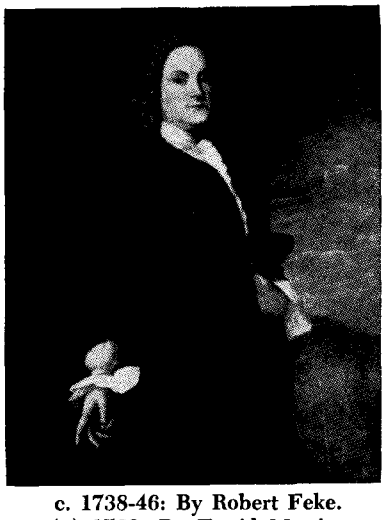
***The Face of Benjamin Franklin***, almost banally familiar from postage stamps—if less banally than most of us would like, from $100 bills—took on astonishingly diverse aspects in its contemporary renderings. *Benjamin Franklin in Portraiture*, by Charles Coleman Sellers (Yale, $10), contains all the known likenesses now existing, together with an exhaustive catalogue of these and others since lost.



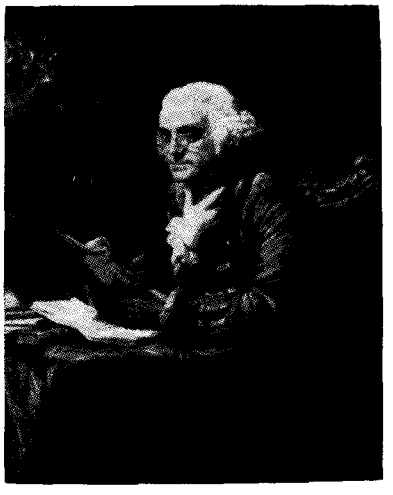
1778: By Siffred Duplessis.

Benjamin Franklin Experimenting (unknown artist).

1777: By Augustin de Saint Aubin, after drawing by Charles Cochin.



c. 1738-46: By Robert Feke.
(r.) 1766: By David Martin.



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FGT FOEBPQ FK YT DKOT

SQOTTSYWT FGSP EKM RSP

YT.

YSQTGKF.

*Answer to Literary Crypt No. 1035*

*Constant popping off of proverbs will make thee a byword thyself.*
—FULLER.



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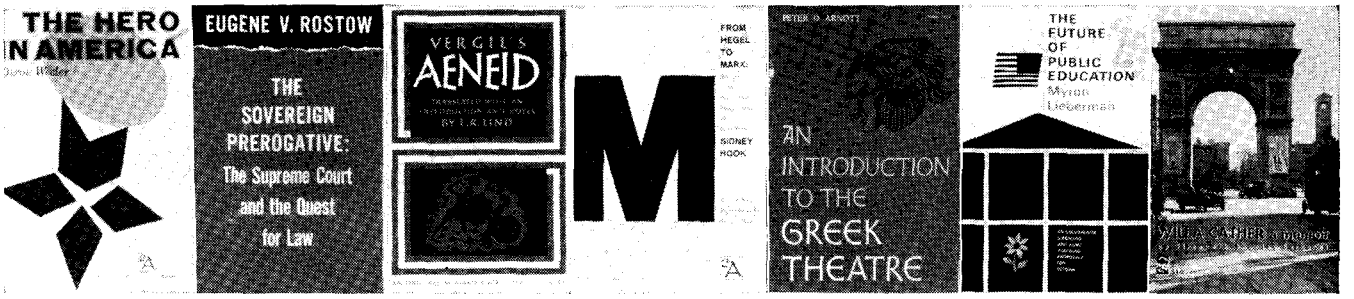
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Myron Lieberman

# PICK OF THE PAPERBACKS

**THIS IS** the issue in which *SR* annually devotes Pick of the Paperbacks to publications from the university presses. We wish we could do more; we salute their noble efforts to provide for students and faculty the best in scholarly achievements.

**UNIVERSITY** press paperbacks serve a particular purpose; they bring to a wide audience books that otherwise only persons of highly specialized knowledge would even know about. They make available the classic works, many of them long out of print, with up-to-date spellings and extensive textual notes. We are also glad to see that a lot of the presses are responding to the challenge of contemporary scholarship by publishing in paperback books that reflect the critical thought of our own times.

**FOR ALL** the extraordinary publications that the university presses have put out in paperback this past year, we regret that by and large the editions are so severe that not only are they generally unrelieved by illustrations (even in cases where they would illuminate the text), but they almost never concern themselves with the graphic arts. It seems a shame. Our university presses could be of immense value in making available, for example, the art collections of the parent universities or of one of the nearby galleries whose art exhibits are usually accessible only to local people. But (and we suspect it's for lack of money) they confine their artistic inclinations to the covers of their books. Anyone glancing at the hundreds of cover designs can see that in this respect they do an extraordinarily good job. —ROLLENE W. SAAL.

Though all the university presses devote themselves to the task of publishing books of an essentially scholarly nature, many have developed a "specialty" of their own. **The University of California,** probably because it feels close to its Mexican neighbors, has been a leader in publishing Latin American books, some for the first time in this country. Ariano Suassuna, a Brazilian playwright, makes his début before American audiences with *The Rogue's Trail* ($1.50), a play about "folk beliefs and social foibles," which is scheduled for an off-Broadway run. Among the other books of special Hispanic interest scheduled for fall publication are Mariano Picón-Salas's *A Cultural History of Spanish America: From Conquest to Independence* ($1.95) and *Juan de Mairena: Epigrams, Maxims, Memoranda and Memoirs of an Apocryphal Professor* ($1.50), which includes the modern Spanish poet-philosopher's prose essays and verse.

**The University of Chicago Press** has had a fairly expansive year, publishing more than fifty paperback titles that range from Winthrop N. Kellogg's *Porpoises and Sonar* ($1.50), in the Phoenix Science Series, and Gertrude Himmelfarb's *Lord Acton* ($1.50) to Myron Lieberman's contemporary and controversial *The Future of Public Education* ($1.50). Among the most distinguished scholarly works published recently is Herman Melville's *Billy Budd, Sailor (An Inside Narrative)* ($1.50), a "definitive" version of Melville's final novel, edited by Harrison Hayford and Merton M. Sealts, Jr., from the original manuscript. Poetry also took its place prominently on Chicago's list, including Howard Nemerov's *The Next Room of the Dream* ($2.45), which was nominated for a National Book Award in poetry.

**The University of Florida** continues to contribute to the understanding and knowledge of its own geographical locale. Books of regional interest are often favorites with university presses, and the University of Florida has found that its most successful title is Charles W. Arnado's *The Siege of St. Augustine in 1702* ($2). Another 'Gator offering is Wade H. Hall's *Reflections of the Civil War in Southern Humor* ($2).

The Civil War also provided **The University of Illinois Press** with one of its most successful paperbacks, D. Alexander Brown's *Grierson's Raid: A Cavalry Adventure of the Civil War* ($1.75). Another Illinois book that attracted a good deal of notice is Charles E. Osgood's paperback original *An Alternative to War or Surrender* ($1.45). Written by a University of Illinois professor of psychology who is currently president of the American Psychological Association, his book outlines a reasonable approach to peaceful coexistence. In the fall Illinois will publish Eleanor Blum's *Reference Books in the Mass Media* ($1.50), which ought to be extremely helpful to anyone doing research in the fields of publishing, films, television, or radio. They will also issue Oscar Lewis's *Life in a Mexican Village* ($2.95), which surveys Tepoztlan twenty years after Robert Redfield made his famous anthropological study there, and *Three Presidents and Their Books* (95¢), in which Arthur E. Bestor, David C. Mearns, and Jonathan Daniels examine what Jefferson, Lincoln, and Franklin D. Roosevelt read in an attempt to determine how these men's lives and thoughts were shaped by their libraries.

**Indiana University Press** and its outstanding Midland paperbacks have cornered a bit of the classics markets. They are now offering L. R. Lind's new translation of Vergil's *Aeneid* ($1.95); *Essays on the Odyssey* ($2.45), which samples seven articles of modern scholarship and is edited by Charles H. Taylor, Jr.; and Peter D. Arnott's *An Introduction to the Greek Theatre* ($2.45), which any student of that Dionysian exercise will find highly useful. Not that Indiana isn't attuned to the twentieth century. One of the most interesting paperbacks published by any press during the year is D. H. Lawrence's *Reflections on the*


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*Death of a Porcupine* ($1.95), in which the author muses in a series of essays on various topics, mainly, of course, having to do with love.

**The University of Kentucky** hasn't really entered the paperback field. In fact, Kenneth W. Elliott writes from Lexington that "we are paperback publishers only incidentally—and almost accidentally." After one of their hardcover books has run through its regular edition, they might put it into paper covers, as in the case of Irwin T. Sander's *Making Good Communities Better* ($2.50); but not as any prepared, long-range program of paperback publishing.

From the **University of Michigan Press,** Thomas Parker tells us that this year's best-selling Ann Arbor paperback was Dixon Wecter's *The Hero in America* ($2.95), a lively analysis of some of this country's "golden boys" —Edison, Lindbergh, FDR—and what it is in American life that needs heroic men. Ann Arbor Books, by the way, collected a prize with William Arrowsmith's translation of the *Satyricon* of Petronius ($1.95), which received the Fifty Books of the Year Award, the only paperback to be so honored this year.

Anyone who accuses the university presses of being remote from crucial contemporary problems should look to Ann Arbor paperbacks for their studies of Communism and Marxism, many of which have already been adopted for classroom use, and which include such varied books as Nicolas Berdyaev's *The Russian Revolution* ($1.75), Leon Trotsky's *Terrorism and Communism* ($1.95), Sidney Hook's *From Hegel to Marx* ($2.25), and Franz Borkenau's *World Communism* ($2.45).

One scholarly publisher featuring books of regional interest is the **University of Nebraska Press.** Its director, Bruce Nicoll, writes: "We are finding that those of us who live west of Missouri are getting far enough away from our history to read about it, and many of the great clothbound classics are enjoying wide readership through inexpensive paperbacks." John G. Neihardt's *Black Elk Speaks* ($1.50) is an example of the kind of Western Americana in which Nebraska takes pride; it is all about a holy man of the Ogalala Sioux people. But Nebraska isn't thinking only in terms of the American West. They are already forecasting an extensive series of plays to be called "The Regents Renaissance Dramas." Modern texts, based on the sixteenth- and seventeenth-century editions, will appear this fall, and eventually the series will include thirty Elizabethan, Jacobean, and Caroline plays.

The **University of Notre Dame Press** is a relative newcomer to the paperback field. They started only two years ago, and since then have released thirty-three titles, many of Catholic interest, but also some in the field of international studies, history, and literature. An unusual publication is Nigel Longchamp's *A Mirror for Fools* ($1.95), written by a twelfth-century Benedictine monk who tells a satiric animal fable about the journey of Burnel the Ass.

**The University of Tennessee Press** takes a highly proprietary interest in the Great Smoky Mountains, and has already published books about wildflowers, mushrooms, and trees of that region. Now Arthur Stupka, a biologist and naturalist, has written *Notes on the Birds of Great Smoky Mountains National Park* ($3), a casual but informative guide to those feathered creatures who come to the Great Smokies, either to live or just en route. It's a delightful book, but we were sorry that it lacked sketches of some of Mr. Stupka's friends.

In contrast with the usual publishing procedure whereby paperbacks follow hardcovers, the **University of Washington** published *Seattle Cityscape* ($3.95) first in paper, and later, only after its success, in hardcover. Victor Steinbrueck, an architect and artist, is the author of this authoritative study of his city's growth.

Though the **University of Wisconsin Press** published only a handful of paperbacks this past year, those it did produce are of extremely high quality. Among them is E. David Cronon's *Josephus Daniels in Mexico* ($1.95), a rich account of the North Carolina editor who, in the days of FDR, served as our ambassador. *The Middle Five* ($1.65), by Francis La Flesche, touchingly recalls the author's youth as an Indian boy attending a Nebraska mission school during the Civil War. Our own favorite among the Wisconsin books is *Well, Mary* ($1.65), the correspondence of Pvt. John F. Brobst, Union foot soldier, to his girl friend back home. What sets this book apart from the recent rash of Civil War journals, diaries, and correspondence is the story of John's growing affection for Mary, which is as real and poignant as his graphic descriptions of the battlefields. The young couple were eventually married, and their book has been edited by their great-granddaughter, Margaret Brobst Roth.

**Yale University Press,** of course, does a superlative job of paperback publishing. Their books, and there are many of them, touch areas of interest ranging from the highly scholarly to the generally appealing. The new one-volume edition of *Yankee City* ($2.45), abridged by W. Lloyd Warner from the original five volumes, is far more likely to please the layman than the academician. Other new books include *The Sovereign Prerogative* ($1.95), essays by Eugene V. Rostow, dean of Yale Law School; *Two Early Tudor Lives* ($1.65), in which Richard S. Sylvester and Davis P. Harding have edited two classic sixteenth-century biographies, George Cavendish's contemporary account of Cardinal Wolsey and William Roper's life of Sir Thomas More. Then there's Ben Jonson's *Volpone, or The Fox* (95¢), the first volume in a planned extensive series of the Elizabethan dramatist's works, slicked up with modernized spelling and footnotes by Alvin B. Kernan.

Yale is concerned not only with a sound mind, but with a healthy body as well. In fact, it is so enthusiastic about the President's Physical Fitness Program that, jostling books on medieval thought, international law, and Jungian psychology, stands *How to Be Fit* ($1.95). Written by Robert Kiphuth, Yale's famous Olympic coach, it offers, with ample illustrations, all the exercises that any man—or woman (and these are explained in separate sections) —might need before attempting a fifty-mile hike or even a short stroll to the dinner table.

Paperbacks not obtainable from local bookstores may be ordered directly from the publishers, whose addresses follow. Please allow four weeks for delivery and add to price of book 20¢ for postage and handling.

Indiana Univ. Press, 10th & Morton Sts., Bloomington, Ind.
Univ. of California Press, Berkeley 4, Calif.
Univ. of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.
Univ. of Florida Press, 15 N. W. 15th St. Gainesville, Fla.
Univ. of Illinois Press, Urbana, Ill.
Univ. of Kentucky Press, McVey Hall, Lexington, Ky.
Univ. of Michigan Press, Ann Arbor, Mich.
Univ. of Nebraska Press, Lincoln 8, Neb.
Univ. of Notre Dame Press, Notre Dame, Ind.
Univ. of Tennessee Press, Publications Bldg., Knoxville 16, Tenn.
Univ. of Washington Press, Seattle 5, Wash.
Univ. of Wisconsin Press, 430 Sterling Court, Madison 6, Wis.
Yale Univ. Press, 149 York St., New Haven, Conn.


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# The Gift of the Medici

***The Life of Niccolò Machiavelli,*** *by Roberto Ridolfi, translated from the Italian by Cecil Grayson. (Chicago. 337 pp. $6), disinters a politician whose name has become synonymous with cunning. A free-lance writer, Gabriel Gersh specializes in Mediterranean history and politics.*

By GABRIEL GERSH

"ALL hated him," wrote a Florentine contemporary of Machiavelli. "The good thought him sinful, the wicked thought him more wicked or more capable than themselves." During the next 400 years this judgment of Machiavelli spread through the world, where it spawned depreciatory words in many dictionaries, led dramatists to cast him as a stage villain, prompted idealists to denounce his views of power and morality.

More recently, patriotic Italian historians have equally tended to project an image of the man to fit their interpretations of his theories. For this reason Roberto Ridolfi, the descendant of a Florentine family, describes his study of Machiavelli as a "work of cleaning and restoration." From the layers of legend and exegesis the author has disinterred the man himself, whose cynicism is shown to have been faith in his own logic and whose idealism was balanced by cold realism.

What emerges from this book is the portrait of a cunning but distinguished politician who owed his notoriety to his own ability rather than to influential connections. Yet it was an irony of fate that this man, whose name became a byword for wickedness, was rescued from oblivion by other men's malevolence and selfishness. As the author observes, Machiavelli owed his masterpieces, *The Prince* and the *Discourses,* to the Medici, who drove him out of office and forced him, at the height of his intellectual powers, to write about the theories he would have liked to practice.

The major merit of the Marchese Ridolfi's biography is that it brings its subject to life, and unravels the confused background of Florentine politics against which Machiavelli must be seen. The author rightly believes that Machiavelli's public and private life must be judged in the context of historical events, and these occupy a great deal of the book.

For those who are curious about Machiavelli's private life the book provides much interesting information. The politician's most outstanding characteristic seems to have been his love of life; far from being hated by all, he was a good companion and a salty raconteur, who amused but often disconcerted his friends. If he lusted after women, he was an affectionate husband and a devoted father—a mixture, as the author says, "of base things and greatness."

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# Bamming the Bards

***Capain Medwin: Friend of Byron and Shelley,*** *by Ernest J. Lovell, Jr. (Texas. 348 pp. $5.75), defends the ex-army officer and "dedicated dilettante" whose memoirs of two famous poets incurred the wrath of most of their friends and acquaintances. Harry T. Moore has been teaching English and American literature at the University of Colorado.*

By HARRY T. MOORE

THOMAS MEDWIN's *Conversations of Lord Byron,* which appeared six months after the poet's death in 1824, created one of the most extravagant uproars in literary history. Those who had known Byron, and few of them emerged from the book in a favorable light, expressed their outrage in different ways. Byron's publisher Murray and his friend Hobhouse wrote pamphlets denouncing Medwin, who was also, as one of his friends put it, "terribly mauled by reviewers." Those who didn't call him a liar accused him of lacking taste, and even those who believed that Byron might have spoken rather freely to Medwin suggested that the poet was probably kidding — or, in the idiom of the day, "bamming."

For nearly a century and a half, however, Medwin has remained an important source for biographers of Byron, who continues to be the most magnetic personality in literature. Some investigators of the legends treat Medwin harshly, as Doris Langley Moore did in her impressively documented *The Late Lord Byron* (1961), which speaks of Medwin as muddled, opportunistic, indiscreet, inaccurate, irresponsible, and stupid. But now Ernest J. Lovell, Jr., comes to his defense in this first biography of the one-time army officer who pursued a writing career as well as prominent literary men.

Mr. Lovell has performed a feat of scholarship in reconstructing the life of Medwin and doing so with a minimum of the stiff and ponderous. He has unearthed a treasury of new material, including a great deal of previously unpublished correspondence. Much of this is attractively lively and full of absorbing personal sidelights, particularly such letters as the one to Jane Williams, Shelley's guitar-playing friend, in which Medwin describes Venice (and himself) in 1821. Another of Mr. Lovell's achievements was to obtain the present Sir John Murray's permission to quote from John Wilson Croker's review defending Medwin's book. This notable critic's praise of the memoir spoke of its "general authenticity," but these comments didn't appear in the *Quarterly Review,* for which it was

(*Continued on page* 42)



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# Open Door, Closed Heart

By ROBERT PAYNE, *author of numerous books about the East.*

AMERICA's long and unrequited love affair with China goes on unabated. I doubt whether there was ever a love so pure or so disinterested, or so little understood by the mainland Chinese, who regard us with the contempt that is only the mask of their indifference or their fear. There cannot be many books published in China on America, but every year at least fifty good books on China are published here. They are the testimonies of our affection, the badges we wear in token of a very one-sided love affair.

So it has been, I suppose, ever since the first windjammers sailed into Chinese harbors, and the sailors saw the sloe-eyed women. There was something in that misty, evanescent landscape that was particularly appealing to Americans. It was not only the dragons of the Yellow River and the princesses walking in the moonlight; the very substance of China seemed in some curious way to be complementary to America. Young Americans would go out there and become more Chinese than the Chinese. It was a way of life more graceful and more ceremonial than our own. It was even beautiful in wartime; how much more beautiful, we thought, must it be in time of peace?

This generation has not seen China at peace, and is not likely to. But the love affair seems to grow more intense in the absence of the beloved. These books tell the story. There is not one of them that is not written in enduring and desperate affection.

The most overtly fond is Edward Schafer's *The Golden Peaches of Samarkand* (California, $9), which has very little to do with golden peaches. It is subtitled "A Study of T'ang Exotics," but that is hardly fair since nearly everything about the T'ang Dynasty was exotic. Mr. Schafer seems to have read all the books that have survived from that period, and from them he has concocted a twenty-course meal that is a pure delight. He has put in ll the sugarplums and cordials: everything that pleased him, everything that glittered, everything he could talk knowledgeably about. So there are discursive chapters on horses, food, ships, peacock tails, unguents, slaves, rhinoceros horns, hawks, falcons, gold and silver coins, silks, lotuses, water lilies, dwarfs, and onagers. There are inquiries into the food men ate and the jewels women wore. There are chapters on furs, wild animals, armor, and painters' pigments. Scarcely any aspect of T'ang life is omitted, so that bit by bit Mr. Schafer builds up a reasonably complete picture of an entire civilization —an astonishingly successful manner of presentation.

Mr. Schafer writes with urbanity and wit. He likes tall stories, and he tells them well. There is, for example, the story of the four-tusked elephant said to live in a country called Kaga: "This fine animal made fertile the country it trod on, so it was suggested to the T'ang emperor, Kao Tsung, that he should send troops to capture it. The sovereign rejected the costly adventure as unworthy of a ruler committed to a policy of thrift, and besides, as he said, 'What use have we for an odd elephant?' "

LIKE a true lover, Mr. Schafer gives with both hands. So does Wing-tsit Chan in his *Source Book in Chinese Philosophy* (Princeton, $10.00, to be published in August). It is a dull title, the book is immensely long and scholarly, and in the nature of things it should be as unreadable as Feng Yu-lan's contrived dissertations on the nature of the Tao. But Mr. Chan has done exactly what he set out to do: he, too, has put in all the caviar and sweetmeats and presented us with a feast. The book opens with the remote beginnings, and ends with the even more remote and incredible present, as the Chinese philosophers humbly kowtow to the greater philosophical wisdom of Mao Tse-tung. Mr. Chan merely quotes them as they beat their breasts, happy at last to be permitted to enter the drab machine shop of materialism. It is an absurd, an awe-inspiring picture, but the author sensibly makes few comments.

This is the plan: enormous chunks of the philosophers, and the commentary reduced to the essential minimum. Mr. Chan's theme is Chinese humanism, because this is the unavoidable theme of Chinese philosophy in nearly all ages. Heroically he has translated his philosophers himself, with the result that for the first time the entire map is seen through a consistent eye. "Source Book": no. Please look on it instead as a massive and superb anthology, which should immediately be cut up into three full-size pocketbooks so that college students can rejoice in it.

Burton Watson's *Early Chinese Literature* (Columbia, $4.75) is of the same impeccable character, though on a rather more modest scale. He, too, gives long quotations from Chinese poetry, history, and philosophy. There is a painful introduction in which the author announces: "I have no intention of apologizing for early Chinese literature"; but once that hurdle is passed the book is plain sailing. Mr. Watson writes better about philosophy than about poetry, and better about history than about philosophy. He describes the songs of *The Book of Odes* as "pure vignettes of feeling," which is something of a shock, since they are comparable to Shakespeare's songs. But this is to carp. The author covers an immense ground lightly and learnedly; and though one might wish there were more translations and less commentary, there is simply no other book in English that covers ancient Chinese literature so deftly.

Kwang-chih Chang's *The Archaeology of Ancient China* (Yale, $7.50) is a labor of love *in excelsis.* Very little is known about Chinese prehistory; the journey takes place in a murky light with only an occasional candle-gleam to light the way. Mr. Chang's chief weapons are inference, coincidence, probability. He notes the texture of the pottery and the wavy lines scrawled on it thousands of years ago. Does it or does it not relate to another pot found a thousand miles away with lines that do not form quite the same pattern? Babies in present-day Szechouan are dressed in tiger robes; the author finds evidence of a tiger cult in prehistoric Szechouan. He is particularly illuminating on the Dongson culture of Yunnan, with its inscribed bronzes showing figures that look oddly Sumerian. He maintains that Western Chou took over the Shang Yin culture virtually without change, and gives reasons for his assertion. The trouble is that even with Shang Yin there is too little evidence to go on. Mr. Chang throws himself full tilt into prehistory, and he knows as well as anyone that we must wait until more rice fields are dug up before Chinese prehistory becomes historical.

Dylan Thomas said he wrote poems "for the glory of God, and I would be a fool if I didn't." Here are four books written for the glory of China with no folly in them—only abounding and unrequited love, the most satisfying of all.



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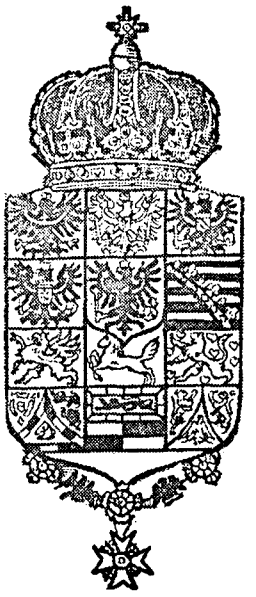
# Enduring Wrongs of the Reich



***Bismarck and the Development of Germany:*** *The Period of Unification, 1815-1871, by Otto Pflanze (Princeton. 510 pp. $10), and* ***Federalism, Bureaucracy, and Party Politics in Western Germany: The Role of the Bundesrat,*** *by Edward L. Pinney (North Carolina. 268 pp. $5), reflect the continuity of conservatism in recent German history. Louis L. Snyder, a professor at The City College of New York, wrote "German Nationalism."*

By LOUIS L. SNYDER

OTTO VON BISMARCK-SCHONHAUSEN (1815-1898), creator of the Second German Reich, was the key figure in Prussian, German, and European politics from 1862 to 1890. Aristocratic Junker, conservative Prussian, a convinced Hohenzollern, he had no use for "phrase-making and constitutions." "I am no democrat," he told Carl Schurz, "and cannot be one. I was born and raised an aristocrat." Jules Favre called him "a statesman who surpassed everyone." A.J.P. Taylor described Bismarck as "the greatest of all political Germans who assembled in his own person all the contradictions of German dualism."

Scholarly controversy surrounds his career like an enveloping fog. Interpretations vary so much that historians commonly refer to the "Bismarck problem." Most contemporary scholars exculpate Bismarck from responsibility for paving the way for the disasters of the twentieth century. Others find him guilty.

Otto Pflanze, professor of history at the University of Minnesota, in this first volume of his biography, is not satisfied with the assumption that the Second German Reich, overthrown in the Revolution of 1918, was essentially a healthy institution whose destruction eliminated the most effective obstacle to the rise of totalitarianism. While recognizing the ability of Bismarck as politician and statesman, he blames him for widening the gap between Western ideas and German political attitudes and institutions. To support this thesis he presents an impressive analysis.

According to Professor Pflanze, Bismarck compounded a new synthesis in German political attitudes between Prussian militarism, German nationalism, and Hohenzollern authoritarianism. He was a conservative who used revolutionary means to attain his ends. He literally stole the cause of nationalism from the liberals and painted it with a veneer of conservatism. "Through the moral power of the German national idea he constructed a new and firmer basis for traditional autocratic and militaristic institutions in the emergent age of mass democracy. . . . His career heightened the already dangerous adulation of power in Germany and accentuated the popular belief that what matters in the employment of power is success."

This basic theme of Professor Pflanze's biography is most convincing. It is probable that even Bismarck himself recognized this error in his career. In June 1892, when attending the wedding of his son Herbert in Vienna, the old ex-Chancellor, who had resigned in 1890, was received almost deliriously by the German people as he journeyed to and from Vienna. For the first time in his life he sensed the majesty and power of the people. In a speech he made a unique admission: "Perhaps I myself have unwittingly contributed to the lowering of the influence of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parliament to its present level." Bismarck realized late in the day that he had missed a great opportunity. Unfortunately, he left behind him, as his heritage, a nation politically uneducated.

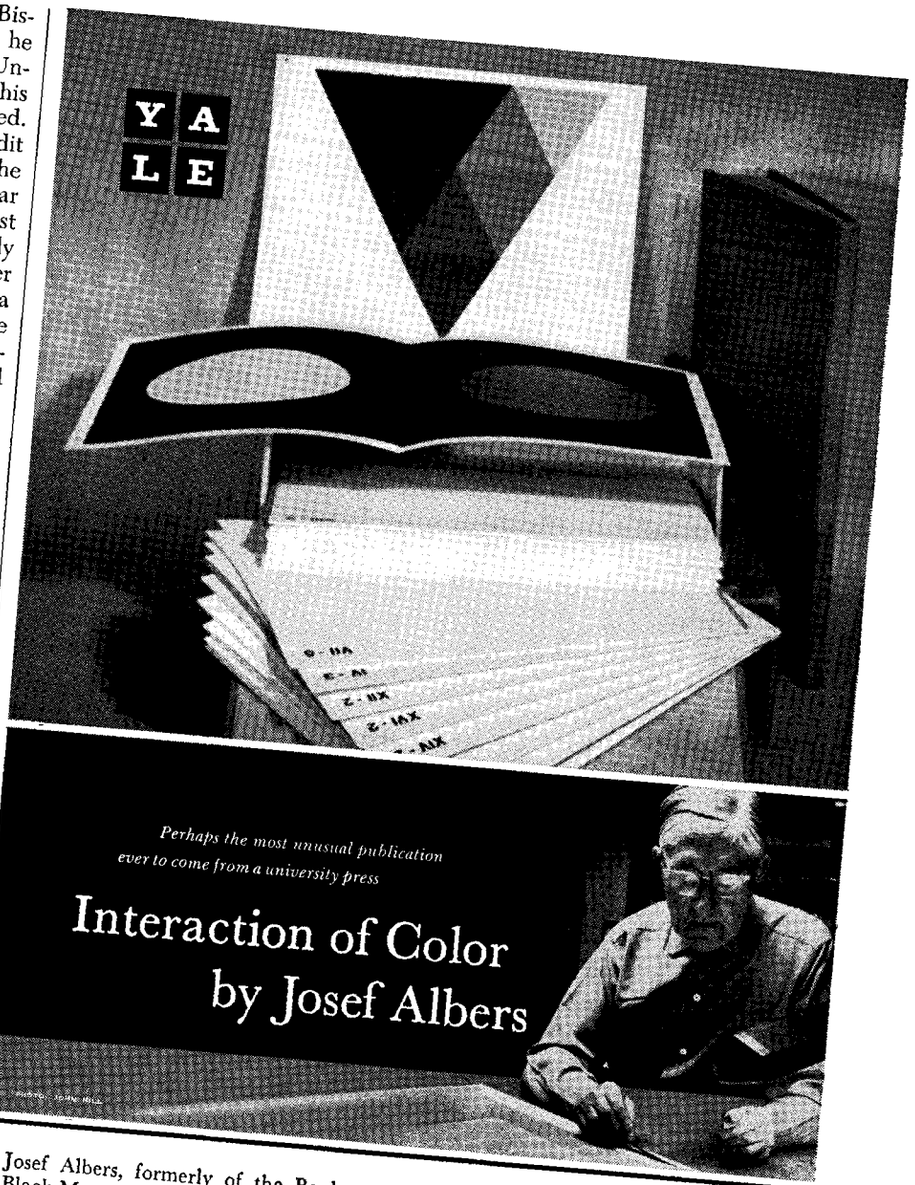
This is an admirable book, a credit to American scholarship, by far the best treatment of Bismarck to appear in English. A product of the most meticulous investigation, it is beautifully researched. More than just another biography of Bismarck, it is also a perceptive history concentrating on the interaction between domestic developments and Bismarck's diplomacy and wars up to 1871.

Carping critics who say that Professor Pflanze offers nothing new or provides few new insights fail to take into account the many facets of the Bismarck story. The great range of Bismarck's interests, the complexity of his mind, the extraordinary nature of his political and diplomatic maneuvers all provide material for still further study. In the meantime, this contribution deserves a place at the top level of the Bismarck literature. ..

The conservatism that Bismarck represented has persisted in one form or another in Germany up to the present day. This is revealed in the book by Edward L. Pinney on *Federalism, Bureaucracy, and Party Politics in Western Germany*, a careful, painstaking study concentrating on the Bundesrat, the upper house of the German Federal Republic. The author analyzes a series of legislative case histories of bills presented between 1949 and 1960. He concludes that among the persistent characteristics of the Bundesrat are (1) its promotion of land (state) interests which makes it the primary carrier of the federal principle, and (2) its jealous guardianship of the traditional German bureaucracy.

Most important of all, according to Pinney, the Bundesrat is essentially conservative in nature. With its delaying tactics and other technical procedures, it acts as a kind of brake on the often politically impetuous actions of the Bundestag, or lower house. In its concern with tradition, with states' rights, bureaucratic prerogatives, and customary administrative procedures, the Bundesrat has a decidedly conservative bias. "If the actual and potential vitality of democratic values is strong in Western Germany, there is little likelihood that the Bundesrat can become an effective block to ultimate expression of the popular will. If the strength of the Federal Republic's commitment to democracy is only marginal, then the Bundesrat can become co-arbiter of a system in which political values are simply imposed on an obedient population."

The second alternative indicates some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doubt about the Bonn Republic's firm commitment to Western democracy. The urge of the Bundesrat to "improve" legislation by use of restraints, characteristic of the upper house in previous German governments, can lead to what might be called "nondemocratic" attitudes. In today's Germany Adenauer, *"der Alte,"* the father figure, the slightly authoritarian democrat, is already being called "the new Bismarck."

When, in 1871, Bismarck set up his constitutional structure (described by the Prussian Crown Prince as "an artfully manufactured chaos"), he saw to it that political authority rested not with the popularly elected Reichstag but with the Bundesrat, the federal council of princes. He did not want his "Orchestra of the Reich" seriously disturbed. It is to be hoped fervently that today's Bundesrat will avoid the Bismarckian theme and will not become tone-deaf in a democratic orchestra.

## Native Son Rises

***The Mind of Africa,*** *by W. E. Abraham (Chicago. 206 pp. $4),* ***The Political Development of Tanganyika,*** *by J. Clagett Taylor (Stanford. 254 pp. $6), and* ***Modern Libya:*** *A Study in Political Development, by Majid Khadduri (Johns Hopkins. 404 pp. $7.50), probe some of the post-independence problems that face a continent in transition. John Hughes, who is assistant overseas news editor for the Christian Science Monitor, wrote "The New Face of Africa."*

By JOHN HUGHES

IN TIME historians may decide that for a revolution involving millions of people and a whole continent, that in Africa has been one of the most peaceful and impressive of all. The problem at the moment, of course, is that the revolution is so recent that there has not been much time for the appearance of historical books on the post-revolutionary phase. Here, however, are three volumes that help to plug the gap.

The most striking is W. E. Abraham's *The Mind of Africa.* This is not straight history, but it will serve the historians well, for it is an exploration of the mind and problems and personality of post-independence Africa.

Dr. Abraham, a Ghanaian, was the first African elected to a fellowship at All Souls College, Cambridge; he is a governor of the London School of Ori-


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ental and African Studies, and is currently associate professor of philosophy at the University of Ghana. As a base for his observations on African society he has drawn heavily on his knowledge of the Akan, the largest and most important of Ghana's linguistic groups. But his conclusions about the problems confronting Africa's new intellectuals range far beyond Ghana's borders, and are fascinating to any serious student of the new Africa.

The author's principal conclusion is that industrialization holds the key to Africa's future; the continent has the dormant wealth in minerals and natural resources, and now it must harness them. He believes that the key to industrialization, in turn, is African unity. This is a view that seems to have been endorsed by African heads of state meeting recently in Addis Ababa.

Another book that underlines the swift pace of African independence is *The Political Development of Tanganyika,* by J. Clagett Taylor, an educational missionary who has done a workmanlike job on this story. While he recalls the main events of the East African country's history under German colonial rule, the accent is on its recent political development. It is fascinating to see how quickly Tanganyika has overtaken the timetables for self-rule of African leaders themselves. Probably Julius Nyerere would today look back with wry amusement on his statements of only seven or eight years ago urging "possible self-government in twenty to twenty-five years' time" for his now independent country. Meanwhile Mr. Taylor clearly subscribes to the almost universally held view that Tanganyika is one of the most peaceful countries in Africa today, and that Nyerere is one of the continent's outstanding leaders.

The third of this trio of books deals with a non-black African land, one about which all too little is heard.

*Modern Libya,* this latest and valuable contribution to a slender list, was written by Dr. Majid Khadduri, who is director of the Center for Middle Eastern Studies at the Johns Hopkins School of Advanced International Studies. He has given us an admirable political study of Libya in the postwar era, underlining the challenges that confront the continued unity of the three provinces of Cyrenaica, Tripolitania, and Fazzan. He is obviously impressed by the role of King Idris, and cautious about the prospects of stability after the king's death. The book's value is increased by the inclusion of a number of important documents as appendices.

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*of African History,* Roland Oliver and J. D. Fage, have pulled off a good piece of work. The story of this unhappy continent is an extremely confusing one, especially when one attempts to deal with both the Moslem-Mediterranean littoral north of the Sahara and the tropical-plateau region south of it. But, despite an inexcusable number of typographical errors in this edition, their book is a pretty full and accurate quick reference. Hence it is a boon.

The reader ought to be warned that a handbook of African history does not serve the same function as, let us say, Trevelyan's handbook on the history of England. African history is not so much the development and decay of institutions as it is a kind of esoteric sociology—one might almost say a chart of social wave-motion. Because of this special character, the history of Africa is today, as it must continue to be far into the future, a text from which utterly disparate sermons will be preached by men of radically divergent backgrounds and purposes.

DID the wandering Bantus reach southern Africa before or after the Dutch established their victualling station at Cape Town? Is or is not "shambles" a fair description of Angola after 300 years of Portuguese rule? Most Americans would tend to call these questions "academic." But Americans are fated to learn that for many generations to come African political maneuvers will be largely shaped by beliefs about such matters; therefore, if we hope to understand what's happening, a certain sophistication is incumbent upon us.

Similarly, the degree to which the modern African *feels* himself to have been in his helplessness raped by the European, and the Arab, conditions his willingness to join in international life on what we deem to be an "obective," ungrudging basis. Also, when the time comes for talk of practical pan-Africanism, will the Empire of Ethiopia be admired as the rare state in Africa that never bowed to a white master, or will it be scorned in Africa itself as a medieval artifact, to be discarded in favor of a Nkrumah-type, modernist, socialist-totalitarian government? And so on.

Messrs. Oliver and Fage do not prophecy. In the case of Africa this would be beyond the powers of anyone. But they do give, in a neat form, the contours of the African experience in such a way that when these and other passion-packed issues arise, the ordinary American who has read *A Short History of Africa* will be able to make some sense of them.

—PETER RITNER.

## Personal History

*Continued from page* 36

written. That journal was controlled by the original John Murray, who squelched the article.

Medwin went on to write Shelley's biography, against the disapproval of the poet's widow. But, as Mr. Lovell points out, Medwin was uniquely qualified to write about his second cousin (and "double cousin"), for he had known Shelley both in their school days and in maturity. And if Medwin, that sentimental and hot-tempered "dedicated dilettante," aroused the enmity of Byron's friends, mistresses, and wife, he could nevertheless attract friends, among them Washington Irving.

As a poet Medwin had little originality, though his translations from Aeschylus quoted in this book deserve the praise Mr. Lovell gives them. Medwin, whose adventures in India provide his biographer with an animated chapter, also wrote travel sketches and even a novel; but this spendthrift apparently didn't make enough money from his writings to support his baroness-wife and their children. He died alone in England in 1869, aged eighty-one.

His life, for all its failures, had the compensation of being often thrilling, and a good deal of it was spent in the rich sunlight of Italy. In writing favorably of Medwin, Mr. Lovell doesn't attempt to make him inhumanly good; in portraying him as an interesting figure with his share of foibles, Mr. Lovell also reveals new facets of a fascinating epoch. He is particularly adroit in bringing to life the early 1820s and the "Pisan Circle" of Byron, Shelley, and their associates in that glamorous literary group of which the note-taking Medwin was the recorder, sometimes giving way to his own form of "bamming," but for the most part certainly accurate in what he reported.

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# Literary Criticism

*Continued from page 27*

solicitude to bear on Robert Frost's achievements in elegance and irony. The result is that *The Poetry of Robert Frost: Constellations of Intention* (Oxford, $5.75) is one of the few books to do full justice to Frost's absolutely terrifying sophistication. Mr. Brower opens up the poems with his customary tenderness, relates Frost to the tradition of tough poetic intelligence running from Horace through Swift to Yeats and Stevens, and even probes into meter and syntax without a trace of pedantry. It is a question whether Frost or his critic comes off with more honor.

—Paul Fussell, Jr.

**Bard Through Bradley:** Despite an occasional fondness for words like *quotidian* and *physicalistic*, Eric Thompson, of Ohio University, has produced a rich, energetic, and wholly fascinating book in *T. S. Eliot: The Metaphysical Perspective* (Southern Illinois, $4.50). Initially the reader's heart sinks to find that the author is actually going to examine Eliot's doctoral thesis on *Experience and the Objects of Knowledge in the Philosophy of F. H. Bradley* in order to illuminate the poetry. But Mr. Thompson pulls it off, and with style and gusto too. Accurately gauging Eliot's honesty and intelligence, he shows convincingly how Eliot's instinct for Bradleyan metaphysics has helped both to trigger and control the poems, critical essays, and plays. —P. F., Jr.

**Place of a Hot Potato:** Since it first appeared in 1925, William B. Yeats's *A Vision* has been something of a hot potato to Yeats's critics. What was one to do with a book of prose (by a widely respected poet, too) that insisted on discussing not only poetry, but astrology, magic, universal history, and the nature of things? Helen Hennessy Vendler's *Yeats's "Vision" and the Later Plays* (Harvard, $6) is a sane, knowledgeable, and genuinely critical attempt to place the book in the Yeats canon.

Dismissing all the poet's extraliterary claims, Miss Vendler demonstrates persuasively that the *Vision* should be regarded as Yeats's quite conscious attempt to create a myth of the esthetic process itself as he understood and employed it. Wallace Stevens, whom Miss Vendler quotes frequently, made a not dissimilar attempt in his poetry; and, juxtaposed, the two throw considerable light on each other.

Yeats's limitations as a dramatist are well known; but in Miss Vendler's view, the mythic habit of mind induced by the *Vision* intensified in the later plays the poets tendency to "pare away the detail of life" from the "poetic skeleton."

An excellent bibliography, twenty-two pages of notes, and an adequate index conclude the work. The cardboard cover in which the book is attractively bound looks rather fragile. A pity. So valuable a book deserves a binding that will last. —E. L. Mayo.

**Seventeenth-Century Modern:** The playwright's life and dramatic *milieu* have only a modest role in *Ben Jonson: Studies in the Plays* (Oklahoma, $4.95). For each stage work (excluding the masques) C. G. Thayer formulates a hypothesis that, in resolving the objections other critics have offered, helps to correlate its plot, characterization, and style. The leading comic roles frequently turn out to be disguises of the playwright himself, whose real-life preoccupation was with cajoling or cudgeling fools back to their senses. Throughout the analyses, Jonson appears as a comic genius too extreme for the populace and too obstinate to make concessions, but able by his very intensity to command the admiration of his society.

One of several treatises published since the completion of Herford and Simpson's monumental edition of Jonson (1952), this work is another effort to demonstrate the playwright's relevance to our age. And indeed it would seem that, once the devotees of Joyce and Brecht realize that Jonson was their prototype in his fascination with cant and coinages, in his rejection of sympathetic characters, and in his willingness to overlay one allegory with another, the obscure Jonsonian comedies will appear in experimental theatres everywhere. —T. A. Stroud.

**Melpomene:** Thomas G. Rosenmeyer, professor of classics at the University of Washington, first delivered the scholarly lectures contained in *The Masks of Tragedy: Essays on Six Greek Dramas* (Texas, $5) to groups of laymen, a task that has obviously compelled him to think and write clearly. His purpose is twofold:

> First, I wish to devote enough space to the discussion of each play to allow its special tone and texture to emerge without hindrance and at leisure. And, second, I want to include in one collection analyses of plays so different from one another that the accent will come to rest on the variety of the tragic experience rather than on any one narrowly defined norm.

Since Professor Rosenmeyer does not follow a chronological order, I turned at once to his discussion of the *Bacchae*, a baffling play and perhaps Euripides's greatest. Euripides had already written more than ninety tragedies; this, his


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last, was produced posthumously in the year before Athens's defeat by Sparta (404 B.C.). The sensitive and intellectually keen poet, who spoke eloquently for the submerged majority of mankind, had become so disillusioned by the Peloponnesian War that he had withdrawn from Athens to Macedonia, and there, on the northern edge of civilization, he reflected upon the fundamental force in man's nature. In spite of its brutality and lyricism, says Professor Rosenmeyer, the *Bacchae* anticipates the Platonic dialogues: "Man is both beast and god, both savage and civilized, and ultimate knowledge may come to him on either plane, depending on the manner in which the totality communicates itself. . . . The double nature of man is what the play is really about."

It was a happy and illuminating thought on Professor Rosenmeyer's part to couple the *Bacchae* with the *Ion*, for Euripides's two plays appear to be quite different in their emphasis, one dealing with man and the other with gods; yet actually both are about God and man.

Each of Rosenmeyer's other chapters is devoted to a single play (Aeschylus's *Seven Against Thebes* and *Prometheus Bound*, Sophocles's *Ajax*, Euripides's *Alcestis*), and his primary interest throughout is in what the ancient poet has to say and not in the way things are said. "In fact," says Professor Rosenmeyer, "if we wish to put ourselves in the place of a fifth-century audience, we should pretend to think that the play is an illusion of reality, to be appreciated as a self-contained slice of life and not as the contrived product of an artistic plan." Scholar and layman alike will respect *The Masks of Tragedy* as a fresh invitation to turn to the originals. —C. A. Robinson, Jr.

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## SR GOES TO THE MOVIES

### New Faces of 1963

THE motion picture industry has never been noted for its receptivity to new talent. While other businesses make it a point to scout the campuses for trained and eager young apprentices, and encourage them by promotions from within, the studios have made it almost a point of honor to do neither. Although a number of universities are now offering academic degrees for film courses, the route their graduates must take is hazardous and uncertain. Indeed, the best advice proferred by seasoned veterans has always been to make their way to the top of any allied field—theatre, television, even industrial films—and then let the industry come to them.

The only flaw in this completely pragmatic philosophy, at least so far as the movies are concerned, is that it has resulted in the employment of innumerable directors and writers who know little about the art of the film, and who could scarcely care less. Having won their spurs on the stage or the small screen, they are understandably unwilling to learn new disciplines—and risk their artistic necks—simply to win the laurels of a handful of cinematic purists. As a consequence, the American film, already hobbled by its overdependence on hit plays, best-selling novels, and Emmy-winning teleplays, is also saddled with directors who may be good with actors but who don't know a viewfinder from a sprocket hole, and with writers somewhat astonished to learn that in the movies there is no curtain to separate act one from act two.

Under the circumstances, then, it is a distinct pleasure to welcome to the studios two gentlemen from television who, whether by instinct or design, give every promise of mastering their new medium on their first time out. Clearly, director Bud Yorkin and writer Norman Lear are more interested in entertainment than in art; separately and as a team they have been in on such TV evenings as the fast-moving *TV Guide Award Show*, the 1961 *Danny Kaye Show*, and *Another Evening with Fred Astaire*. But in *Come Blow Your Horn*, based on Neil Simon's stage play, they display an awareness of what makes movies move that might just possibly jolt some of the more stultified old-timers.

The main thing they have done is to throw the play out the window—all but the bones and central situation. (After all, you have to start *somewhere*.) By shifting the focus from the younger to the older brother, they have strengthened what remains a feeble and familiar story line. But they have also opened it out with gay and inventive business, and paced it with breakneck speed. And, since film remains primarily a visual medium, they have introduced innumerable sight gags—such as a conversation occasionally glimpsed from within a refrigerator as the door opens and closes—that are both fresh and funny. Essentially, they have added to stage dialogue a strong whiff of the visual humor of good television comedy, and the result, somehow, turns out to be a movie.

Frank Sinatra, more engaging than he has been in years, is the older brother, fugitive from a domineering father and the family's artificial-fruit business. Into his playboy's penthouse moves the younger brother, Tony Bill, also in revolt. A warm brotherly bond unites the two—until Tony's ardent emulation reveals to Sinatra what a heel he has become. Lee J. Cobb and Molly Picon are fine as the parents. The girls who chase through the penthouse are all beautiful, and the penthouse itself is a model of tasteful garishness. But the fascinating thing about *Come Blow Your Horn* is that Yorkin and Lear, newcomers to the movies, have outshone most veterans in fashioning what Hollywood has always claimed it makes best—sheer entertainment.

TO be sure, entertainment means more than the big ha-ha, but for unmitigated glumness, it would be difficult to surpass *In the Cool of the Day*—not even in television's woe-filled afternoon serials, which this film strongly resembles. Jane Fonda has some unspecified lung condition that prevents her from having a child with her overprotective husband. Publisher Peter Finch is unhappily married to a scarred and embittered Angela Lansbury, who holds him responsible for the accident that disfigured her and killed their child. When Fonda accompanies the Finches on a sightseeing tour of some of Greece's choicest landscapes, even though she is the wife of his best friend (struggle, struggle) the inevitable occurs. But, as in all good soap operas, the wages of sin are paid in full. A little more Greece and a lot less plot might have helped.

—ARTHUR KNIGHT.


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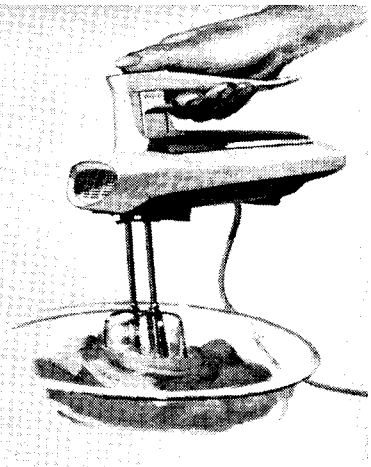

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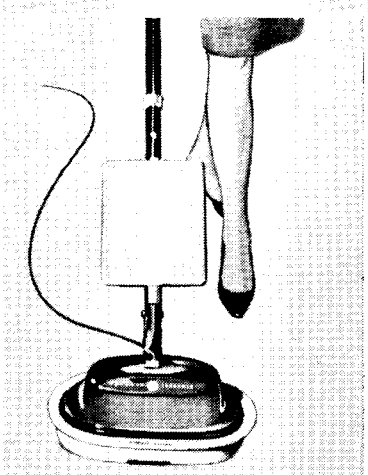

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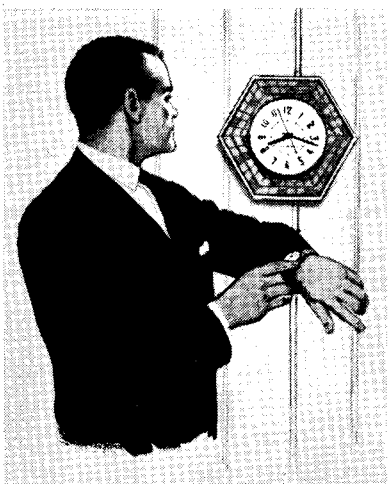

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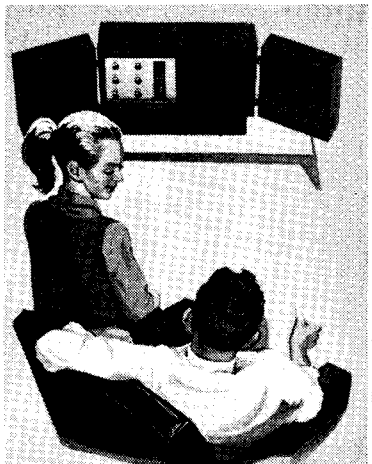

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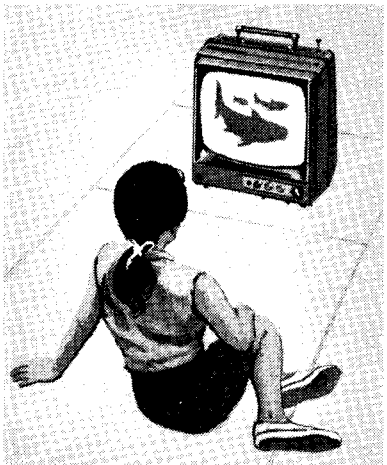

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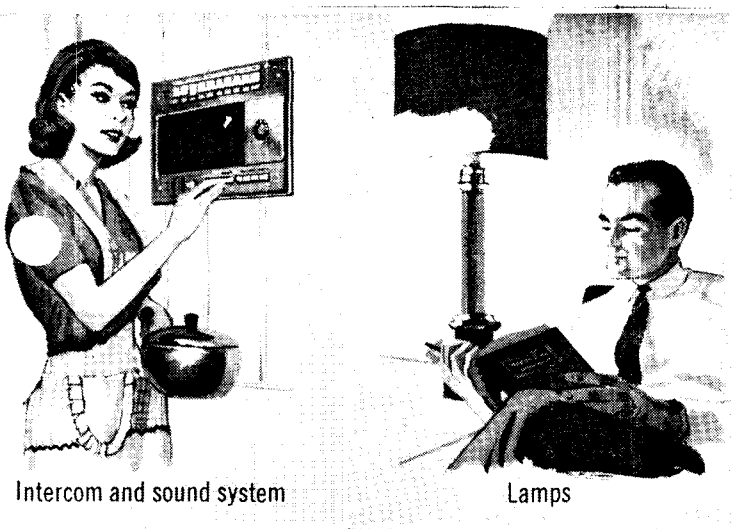

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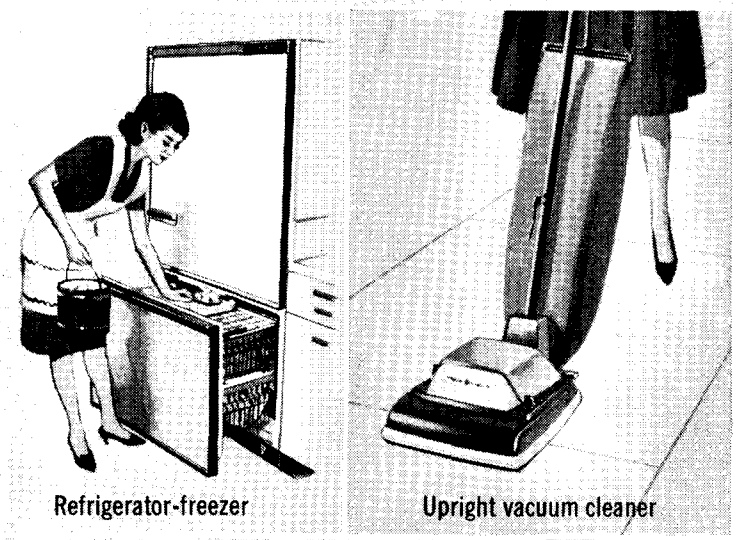

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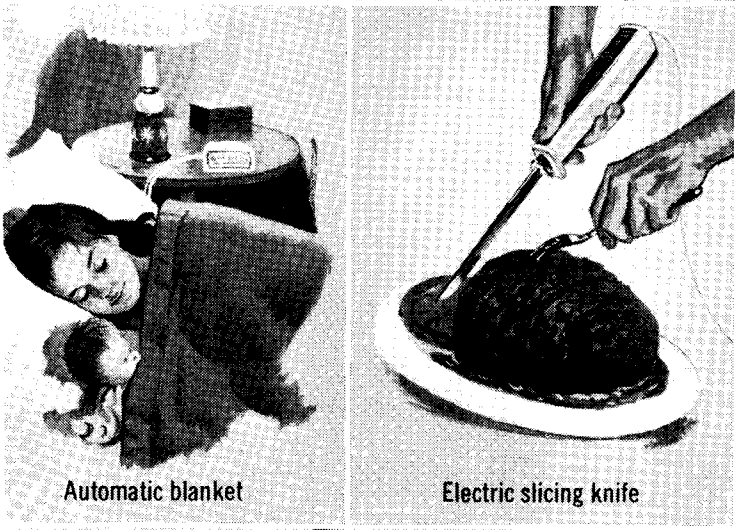

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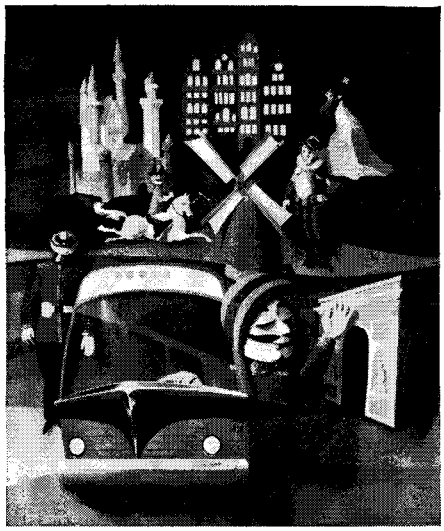

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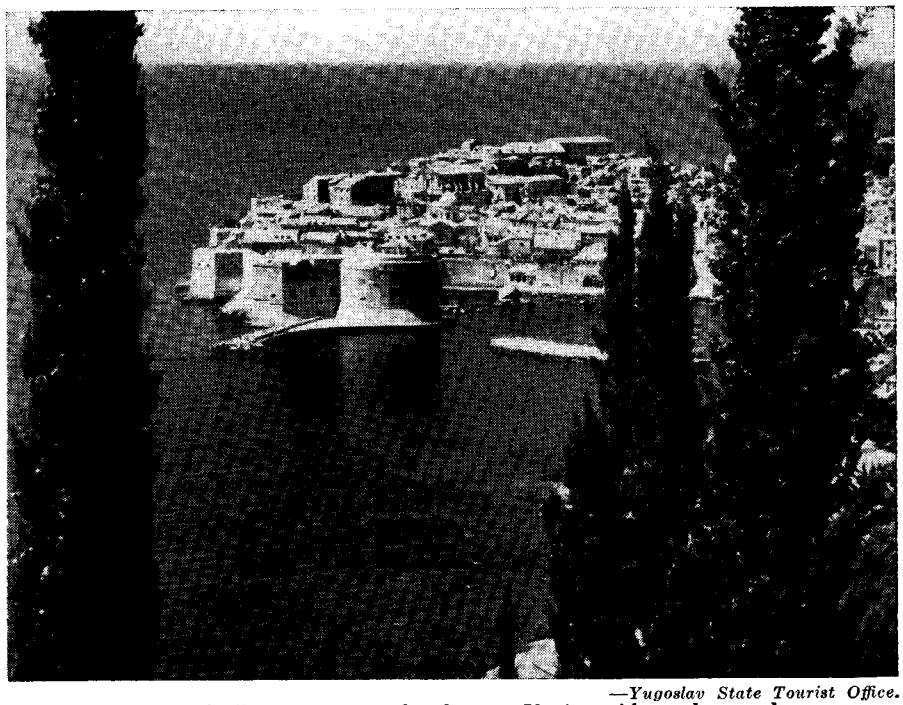
## BOOKED FOR TRAVEL

### The Balkans in Brief—2. The Rector's Roost

IT IS a peculiar circumstance of geography that the new airport at Dubrovnik, Yugoslavia, a vastly modern affair whose glass buildings will open in time for the approaching season, and whose runways are already taking jet aircraft from Italy and Belgrade, is scarcely a kilometer or so up the road from Cilipi. Of all of Yugoslavia, Cilipi is renowned as a village which has most faithfully retained its peasant ways. On Sundays the ladies dress up in their complicated costumes with apron, cap, and vest, and march up the hill to church. Some men dress, too, in the baggy pants that seem certainly to be a heritage of the Turkish incursions. (After all, the minarets are still intact at Sarajevo and Mostar, both offered as objectives of short tours out of Dubrovnik.)

By now an international colony of airborne excursionists will have begun to flutter in on the fine new black runway at Cilipi, down from Sweden and Munich, Vienna and Hamburg, in from Rome and from Venice, the old Adriatic antagonist that sends planes and boatloads—who knows with what reluctance? Other ships filter in from Trieste and from Bari and Piraeus, but it is the airport that signifies that Dubrovnik is no longer a mere curiosity by the side of the sea. Since I stopped by here on a cruise early in 1955, Dubrovnik has become big tourist business, a Carcassonne by the sea, a Venice without the canals, a bit of Avignon, but infinitely more quaint, a fragment of Verona, a shoreline that evokes thoughts of the Costa Brava, a road that summons remembrances of serpentine tours along the drive at Amalfi long filed away. One day it will surely be the centerpiece of the Yugoslav island-scattered coast, a new Greek Islands for society to discover, with the names of Split and Hvar and Sveti Stefan as carelessly tossed away in the velvet salons as Mykonos and Delos, Corfu and Hydra are today.

It began as a settlement sitting on a flat piece of tableland jutting out into the Adriatic. Fear gave it walls, first of wood, then of stone, then double thickness, then strengthened with fortresses at the corners. The walls still remain, and what was built for protection against yesterday's invaders has become a curiosity for today's visitors. No motor vehicles may breach the entrances of the old town, which resound with nothing more arresting than the soft shuffle of feet as the parade begins down the ancient Stradun, the main avenue with the Franciscan church like a sentry at one end and the Dominicans at the



*—Yugoslav State Tourist Office.*

**Dubrovnik—"A Carcassonne by the sea, Venice without the canals, . . . a name to be tossed away carelessly in the velvet salons . . ."**



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other. Each was assigned to one of the city's gates. The Rector's Palace was the seat of government of the city republic, then known as Ragusa. Its origins go back to the twelfth century and in its older parts it shows both Gothic and Renaissance overtones although it is, overall, considered a masterpiece of Dalmatian architecture. Under its colonnades the rector sat with his senators, and took the salute of the paraders and watched theatrical performances. Sitting so near the sea, so close to Rome and Venice and Athens, Dubrovnik emerged as a wellspring of culture and art. Literature flowered in the fifteenth century and continued for several hundred years and with it theatre and music, lawyers, philosophers, theologians, physicians and mathematicians were bred in the small city, and the group of fifteenth-century painters who worked here are referred to now as the Dubrovnik School.

This heritage has produced the famed Dubrovnik Festival, which has been played each summer since 1950 against the walls and ramparts of the ancient battlements. Concerts are held in the old squares, in the courtyards of the old palaces of the patricians, the mariners, and the plebeians. Ballet dancers and folklorists appear in the city parks and in the echoing cloisters. *Hamlet* is portrayed against the forbidding backdrop of the Lovrjenac Fortress, which was built early in the eleventh century on a protruding clifftop to counter martial movements detected from the direction of the Venetian Republic that flourished in the northeast corner of their common sea.

Despite all its walls and its rich trade, both inland with the Balkans and overseas as far as the Americas and India, the city seemed always under foreign domination. It spent three centuries from the early 800s beating off foreign powers, only to become a sort of suzerainty of the Venetian Republic from 1205 to 1358. Thereafter it wallowed under Hungarian influence for nearly 200 years until the Turks came in. Still it remained a city republic until Napoleon, smasher of tradition, took it in 1808 and six years later gave it to Austria, which held it until the outbreak of World War I. And then there were the Italians and the Germans in the next war, and now, and most irrepressible of all, the tourists.

For the travelers who come, there is first of all the strangeness of the old city where no wheels turn or motors cough. One can sit in the stone café at the waterside and look through the mammoth windows to the sea and the ships and the beginning slopes of Mount Srdj before the first *slivovitz* has been offered. There is the morning market where the stalls are gathered at the feet of the statue of Ivan Gundulic, the sixteenth-century poet. There are the monuments created by Ivan Mestrovic, the shepherd boy and apprentice marble cutter whose works on this side of the Atlantic include a "Man and Freedom" figure for the Mayo Clinic, two Indian equestrian statues in Chicago, and a one-man show held at New York's Metropolitan Museum of Art in 1947. And then there are the walls, which date from the end of the thirteenth century and the beginning of the fourteenth century, and which may be climbed, and then walked in a dazzling two-kilometer promenade around the city.

Alongside the Hotel Excelsior, on a hillside looking across to the old city, there is a beach, and there is the splash pool of the hotel itself, filled by the lapping waves of the Adriatic. The Excelsior is the place for the action, and will have even more when its new annex is finished soon. Its best feature is certainly its broad terrace at the sea's edge, its pool, and the beach so near. The hotel is always crowded, and not all of its rooms come with private baths. Still, its dining room is a fine place for explorations into the Yugoslav cuisine, *ajvar*, which is mashed peppers and eggplant, or *djuvec*, a stew of eggplant, raw onions, okra, and a mixed kebab of liver, kidney, and spicy sausage.

The Argentina next door gets the dignified diplomatic set, and will accept no group tours. Its rooms are simple and comfortable and most have terraces that open to the expanse of the Adriatic and the isle of Lokrum where Richard the Lion-Hearted was said to have taken refuge. It is not celebrated, but I enjoyed the airy old rooms and the high ceilings of the Grand Hotel Imperial,

left over from grand and imperial days and still contentedly planted, as it was then, in a garden at the very edge of the town gates. Lodging in private homes is not hard to find, and, for that matter, a few earnest pushers are usually standing around at the entrance to the gates offering rooms, which, at the edge of the season anyway, were going for less than a dollar for a "nice" room, $1.20 for a special one, plus 27 cents if you want breakfast.

What with the planes and ships coming directly into Dubrovnik from abroad, more than just a gusset will

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be needed to make room for the visitors. Mount Srdj, with its patrician villas dotting the foothills, is hardly the answer. The first expansion seems destined for the suburb of Lapad, a nearby peninsula cut with coves and powdered with sand. The most ambitious work here is the Hotel Neptune, which, if it can be considered representative, indicates that Yugoslav resort architecture will go modern, and not Soviet-modern either. The present hotel has 190 rooms, all of them appended with balconies hanging over a succession of stone terraces that lead eventually to the sea. There is no beach at the hotel's feet, but the spaces between the rocks have been rather ingeniously paved with cement, planted with umbrellas, and strewn with comfortable chairs. Anyone insistent on sand will find it just across the cove. Six dollars will buy a whole day's vacation, meals included, at the Neptune, a circumstance that attracts such hordes of Dutch, English, Swedes, and Germans that a new nine-story addition is being completed next door. Those who come down from the north countries for the sun will find it rising out of the cove in the morning and shining into the hotel grounds all day. "We've got sun for export," the manager told me. For those who want to pick among the old stones of the walled city, a bus leaves five times a day, and if you miss the regular run there is always the streetcar that bounces out from town, like most everything in Dubrovnik, carrying its annex behind.

I must say, after a good look around, that I would have been content to roost in Dubrovnik at least until the next Turkish invasion, but the pull of those commitments into which one so foolishly laces oneself in New York was inexorable and we flew back to Belgrade to make eastward connections onward to Rumania. The exit was, like many things in Yugoslavia, a mixture of East and West. From the West the Yugoslavs had learned the nasty business of exacting a head tax from departing tourists. From the East they had learned to impose niggling regulations about currency. Anyone with a bill larger than 1,500 dinars ($2) had to leave it with the customs official and obtain it later through some complicated arrangement with the state bank. All that completed, there was nothing to do until our plane was called but sit there in this extraordinarily modern terminal and watch a janitor dabbing away with a hand rag at the enormous glass panels of an atrium. I felt sure that he would still be at it long after our plane had landed in Bucharest 250 miles away.

—Horace Sutton.

*(This series on the Balkans will resume with the issue of July 6.)*

# "... in Quotes"

"I had a very charming time in France, and travelled among beautiful vineyards all down the Loire, one of the most wonderful rivers in the world, mirroring from sea to source a hundred cities and five hundred towers. . . . I then went to Paris—a large town, the capital of France—and enjoyed myself very much."—Oscar Wilde (Letter to George Lewis Junior)

"Parents who expect gratitude from their children (there are even some who insist on it) are like usurers who gladly risk their capital if only they receive interest."—Kafka *(Diaries)*

"A person's freedom can only be judged in terms of his flexibility, his openness toward life; it is not his situation which makes him free, but himself. Some rare people become free through oppression; most do not. Some people, at least equally rare, release themselves from the delusion that they were born free and go on to establish an approximation of that personal order which will allow them to become so. Most people are not able to look on each other as human beings, and, in spite of everything, to treat each other that way. Until this happens, freedom is only an empty word."—James Baldwin *(Esquire)*

"The West presents a picture of moral bankruptcy to the 'new world.' We preached Christianity to the 'heathen' while we were taking them for slaves and treating them as inferiors; now we preach spirituality, morality, faith in God, and freedom while our effective values (and it is part of our system of 'doublethink' that we also preach them) are money and consumption. Unless we experience an authentic renaissance of our professed values, we shall only create antagonism in those whom we have held in contempt. Only a drastic change in our attitude toward the Asian, African, and Latin American countries can do away with their deep suspicion of our motives and of our sincerity."—Erich Fromm *(May Man Prevail?)*

"The only progress made in democracy since Athens has been the establishment of Her Majesty's loyal opposition in England."—Albert Einstein *(Profile of the Man,* by Peter Michelmore)

"There is no greater sin against the spirit of true art, no more contemptible dilettantism than to use artistic license as a specious cover for ignorance of fact."—Konrad Z. Lorenz (Preface to *King Solomon's Ring*).

—Compiled by Walter A. Weiss.



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## MUSIC TO MY EARS

### Sandburg Makes History at the Proms

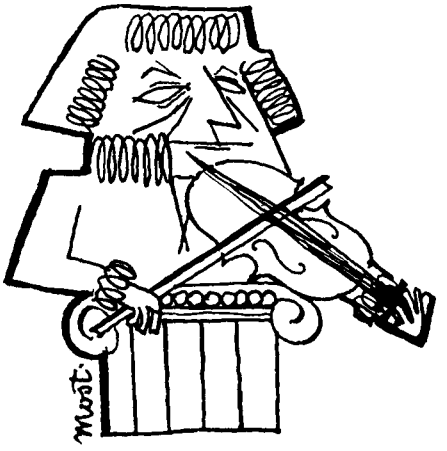
POTTED plants, music, and speeches are more commonly associated with an interment than a resurrection, but the only thing interred at the opening of the first "Promenades" concerts in Philharmonic Hall was the idea that you have to like music in order to enjoy it. It is even possible that some who were lured by the reassuring presence of Andre Kostelanetz as conductor of the Philharmonic Orchestra and the opportunity to fortify themselves for Aaron Copland's *A Lincoln Portrait* with Carl Sandburg as speaker with a beer, a buffet, or a cocktail may even steel themselves to face it on their own on a winter evening in a tableless hall.

In essence, the "Promenade" concerts perform a single, humane function: they provide the membership of the New York Philharmonic Orchestra with another month's income on the way to the laudable goal of year-round employment. They also afford a month's use of the new, air-conditioned auditorium at a time when New York, between the end of the indoor Philharmonic and the outdoor Stadium Concerts, is usually barren of such activity. By adding a little visual persuasion—flowers and plantings, an exhibition of paintings by George Gershwin, and hangings in the hall itself to soften its normal severe lines—to the aural, they may even overcome a subtle but powerful resistance that the eye-minded find to the world of the ear-minded. Certainly there were many in the opening audience who would not have found their way to the auditorium in other circumstances.

All this has lent itself to some heavy-handed and not too agile spoofing on the part of those critical diehards who contend that music is an end, of and by itself, which needs no embellishments or lure. But they overlook the truism that there is more rejoicing in Heaven for the conversion of one unbeliever than there is in the redemption of ninty-nine sinners. By this time, the penthouse offices of the Philharmonic must have counted up a considerable quantity of dollars from prior unbelievers.

There is some question, however, whether the secular service presided over by Kostelanetz was all it might have been. So far, it is clear, he is pursuing a course of trial and error, but it would seem that the audience could have been acclimated to its surroundings with fewer than three such pieces as the "Hoedown" from Copland's *Rodeo*, Gottschalk's *Banjo* arranged by Maganini, and the "Saturday Night" section of Hershy Kay's *Western Symphony*, as prelude to Schuman's *New England Triptych*. All were well performed, and served the auxiliary purpose of permitting late-comers to be seated, or tabled, but it tended to make rather more splash than substance.

It was, however, a providential way of marking the first of what is sure to be a lengthy series that prompted the presence of Sandburg as speaker in the *Lincoln Portrait*. Among a host of others who have performed this function,




Sandburg is the least affected, the most eloquent, the closest in identity with the martyred President and his thoughts. Seated though he was, and protected by a robe across his knees from chill of the air-conditioning, Sandburg nevertheless made a towering presence at least equal to the six-feet-four attributed to Lincoln in the text. He was greeted by a standing, applauding audience in tribute to past accomplishments; the equivalent, in greater numbers and louder volume, after his performance was a testimonial to an achievement equally impressive on its own.

MUCH was made, in the preliminaries to the beginning of the series, of the transformation that would be made in the eye-appeal of the surroundings. These were far from negligible and mostly agreeable, but the alteration in the ear-appeal of the auditorium was even more considerable. By removing the cushioned chairs from the orchestra floor and making available some 3,700 square feet of reverberant air beneath the terraced rises on which the tables were arranged, the carpenter-acousticians provided (inadvertently) a far more resonant frame for the music than had existed previously. There was, even, a directly communicated vibration from the timpani that was not present in the hall at any prior time. Now, if something could be done about putting such a resonant frame under the stage itself, the effect might be considerable.

IN a later program of the opening week Kostelanetz provided a mixture of Mozart, Strauss, Lehar, *et al.*, which justified description as Vienna Night. I am not convinced that such compartmentalization is the best way of promoting enjoyment or that some routine dance steps by a group of terpsichoreans is a necessary way of weaning the TV-minded to the mysteries of a Strauss waltz. The trial may expunge the error next time. Throughout the orchestra performed with more lilt, verve, and enthusiasm for Kostelanetz than it had for some of its "name" conductors in weeks gone by. —IRVING KOLODIN.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# Drum Mad and Lightning Fast

By HELEN DANCE

THERE has been talk recently of a movie about the life of the legendary Chick Webb, the hunchbacked drummer and bandleader who discovered Ella Fitzgerald and piloted her to fame. To those who cherish his memory, this has come as no surprise, for his was one of the most dramatic stories in the brief but lively annals of jazz. Some of these stories, like those of Buddy Bolden and Pinetop Smith, are now regarded almost as folklore, while others enjoy a vogue because of the protest and defiance they express, their heroes being revolutionaries whose memories challenge the evils of racism and exploitation and remind us of the misery of addiction.

While the names of Lester Young, Charlie Parker, and Billie Holiday probably recall the jazz world of the Forties and Fifties more vividly than any others, the Chick Webb story is one that, antedating theirs by a few years, reached its peak in the late Thirties. It embodies many elements that stir the imagination and capture sympathy.

At the age of nine, when he first peddled newspapers in the Baltimore streets, Chick was already, despite his smallness and the hump on his back, resourceful and optimistic. He had an engaging and aggressive good humor that overcame all obstacles. Self-pity was completely foreign to him, and he was endowed with a zest for life and a sharp wit that compensated for much that nature had neglected to provide. His first thrill was buying a set of drums with the money he earned as a newsboy, for he was drum-mad always and lightning-fast. Trick drumming came naturally, and every day on the streets admiring onlookers threw him coins. His first real job was with the Jazzola Band. There he formed a lasting friendship with an accomplished guitarist aptly named John Trueheart. In the following years, except by illness, these two were never parted; they shared prosperity and hardship alike. They set out for New York together, still in their teens, and there, with other musician personalities of the day like Duke Ellington, Sonny Greer, Jimmy Harrison, Benny Carter, and Coleman Hawkins, they took up their stand at the street corner, talking endless shop.

**"The great drummers . . . recognized Chick as the master . . ."**

This was the famed Rhythm Club at 132nd Street and Seventh Avenue, for many years headquarters for job-hunting musicians in Harlem.

Chick excelled in the art of captivating an audience, and uptown musicians labelled this *spinning the Webb*. No one could match his tall tales and he was generally the unseen center of the liveliest group, all four feet of him. His chief competition was from Duke Ellington, who, with inevitable briefcase tucked under one arm, was a sure symbol of prestige to musicians looking for work. Duke was probably the first bandleader to recognize Chick's potential, and Chick owed a job at the Black Bottom Club to his recommendation. Later on he recalled this with amusement, for otherwise he might never have come to front a band. At that point they were five: Johnny Hodges (alto saxophone), Bobby Stark (trumpet), Don Kirkpatrick, who was Hodges's brother-in-law (piano), Trueheart, and Webb. None of them knew how to present themselves to a contractor. "But we were hungry," Hodges recalls, "and Chick had to make the grade, or we wouldn't have stood to listen to him again that season." Chick became leader, *faute de mieux*.

Business chicanery upset him very little at that time, for all his attention was on the music. "The music comes first," he insisted, and there are some fantastic tales about those early days. For months on end the group endured starvation regimes. Relying on occasional gigs to pay the rent, they would hole up in one room and refuse to separate. Chick set the example, turning down jobs that called for changing the band. He tried always to hire and hold the finest musicians he could get; most of the best instrumentalists of the day worked with him at one time or another. Fletcher Henderson, always looking for talent, customarily raided his band, and although Chick complained, he recognized the compliment.

The great drummers of the period recognized Chick as the master and his reputation has survived undimmed in the memory of all his contemporaries. Although he was not much of a reader, he could follow a score and had such a grasp of what was played that he could often sing an arrangement through after a single airing. When a section was in trouble at rehearsal, it was customarily Webb who located the right notes. But ironically enough, real success eluded him until most of his best musicians had gravitated elsewhere to the niches fortune reserved for them. Ultimately Johnny Hodges went with Duke Ellington, Benny Carter left to lead his own band, and Big Green and Bobby Stark went to the Henderson band.

After the Rose Danceland in 1930, Chick encountered bad luck during the tour of a vaudeville circuit. The Savoy Ballroom made him an offer again, but on condition that he reduce the size of the band. When he refused, the long layoff that resulted nearly triumphed over his courage. He could have worked with any of the great bands, but by now he was committed to a band of his own. Finally at the Roseland Ballroom he got another break. He went in for a year and scored a great success. It was sheer bad luck that he was followed by Claude Hopkins when the time came for him to go out on a road tour again. For Hopkins proved a lasting favorite and Chick found himself without a job for another seventeen months.

At last, in the early Thirties, his band was back on the Savoy stand again, more or less permanently now, and the personnel consisted of Pete Clark (alto and clarinet), Edgar Sampson (alto), and Elmer Williams (tenor). The trumpets were Reunald Jones, Mario Bauza (lead), and Taft Jordan. Sandy Williams was on trombone, an indispensable fixture in the band from then on. Elmer James was on bass and Joe Steele on piano. Of the original group only Trueheart remained. But not for long, sadly enough, for Trueheart developed tuberculosis. Chick and the band shouldered his hospital



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fees and it cost each musician $2 a week to underwrite his fight for life. In those days that was real money, for scale at the Savoy was only $35, with $50 for the leader. Chick spent his $15 for arrangements, and in 1934 he used them to buy Ella Fitzgerald her first gown.

It was in 1933 that Edgar Sampson, a skilled arranger, joined the band. The following year they recorded a number of his instrumentals, among which were "Stomping at the Savoy," "Blue Lou," "Don't Be That Way," and "When Dreams Come True." Although these remained a distinguished part of Webb's repertoire, years later they were to become the virtual anthems of the Swing Era when performed by Benny Goodman's orchestra. By the time Sampson left Webb, a young arranger now known as Van Alexander was contributing the series of commercial scores that culminated in the smash hit "A-Tisket, A-Tasket."

In 1936 Chick was still fighting every inch of the way. He badly needed promotion, and to give it to him I left the Mills office and added his band to the Bob Crosby and Mildred Bailey-Red Norvo accounts I then handled. I believed in him and his future, but strangely enough the years that followed were more frustrating than rewarding. From the time he became Ella Fitzgerald's legal guardian and took her into his own home to live, Chick grew progressively more engrossed in building everything around her, and perhaps his eyes remained closed to the extent to which the band was pushed into the background. Perhaps, too, he had a premonition his days were numbered, for he dwelt exclusively on ways and means to success. "This is it," he said. "I have a real singer now. That's what the public wants."

It was both ironic and tragic that he took this stand precisely when the standard of musicianship he had represented for so long had finally come into its own. No one could ever convince him of the Swing Era's reality. He refused to believe that such popular acceptance could last. When general opinion had no effect on his outlook, I attempted to make the point by promoting a battle of music between his and Benny Goodman's bands. There was some chance this kind of shock treatment might bring results, because in many respects Goodman's group was musically superior.

Goodman had never played Harlem before and his popularity had reached a peak. Mounted police were called out to ride along the sidewalks and control the crowds storming the doors of the Savoy. Chick, however, had more than enough strategy to obscure the issue, and it was in his nature to relish the challenge. He caught up the crowds in every set with a beat that rocked the ballroom from end to end, and his regular following saved the day for him. Privately, though, he acknowledged that Goodman and his musicians had excelled, but he refused any longer to believe that his own band could survive on music alone. For in those days Negro bands were seldom able to break out of the deliberate promotional twilight that contained them. "Benny will make it all right," Chick said. "You know it wouldn't be the same for us."

AFTER Goodman, the next logical contender had to be Count Basie. With this battle ahead, the days of our association were clearly numbered. But Chick had incredible nerve and wasn't daunted. He was also loyal and, unlike his management, he refused to view my maneuver as being on Basie's behalf. He knew I was as committed to my hopes as he was to his own. He also knew that if there remained no common ground between us it meant a parting of the ways, and this knowledge was painful. For he had a gift for attaching people to him, and we were fast friends. Even though I couldn't share it, I could see his point of view. He had earned the right to success, with hard work and suffering. Yet it was sad that as his popularity grew, his musical reputation should diminish.

The turning point for him had come the Amateur Night Ella Fitzgerald appeared on the Apollo Theatre stage and Chick recognized one of the greatest singers jazz has ever produced. Even had he remained uncompromising, it would have been almost impossible for him to maintain the band's standards with such a singer in front of it. Her exceptional gifts demanded priority. Chick had immediately grasped the full significance of her extraordinary voice and talents, forming a true estimate of her possibilities. He foresaw, as no one else did, the career that was to follow. Nearly thirty years later, it continues to take her from triumph to triumph in a fashion that would have surprised him not at all.

The night of the Basie battle Ella served the band well. High excitement infected the crowds in and outside the ballroom, for the date was January 16, 1938, which coincided with the Benny Goodman concert at Carnegie Hall. Many top musicians were guest artists with Goodman that night and all who could crowd into the Savoy did. Even with the odds against them, Webb and the band loved to battle. They would play deceptively at first, timidly almost, until they had lulled the opposite stand into a false sense of security. Afterwards they would flag-wave them down. Chick had exceptionally strong ankles and wrists and he could electrify the crowd with two thunderclaps from the bass drum as an introduction. A roar would go up before ever the band sounded a note.

This night, however, the applause was not overwhelmingly in his favor. The audience was listening to something new. Lester Young's sound was strange and enticing, Billie Holiday and Jimmy Rushing sang their blues, and Basie led a rhythm section that even Webb couldn't beat. It fell to Ella to rally the crowd. Critics and musicians were not deceived, but she provided the camouflage from behind which the band emerged with colors still flying. From this date on their box-office potential soared. For the year or so that remained until his death on June 16, 1939, Chick's star was in the ascendant. Ella's hits, like "Flat Foot Floogie" and "My Last Affair," brought enormous popularity and crowds in top locations.

Chick had suffered for a long time from tuberculosis of the spine, which he had contracted in his teens. It now grew rapidly worse and he was in constant pain. He was too devoted to the people about him to consider a layoff for the band. On stage he remained as impressive as ever, but after performances he often fainted. Eventually the group set off on a tour of the South, opening with a date in Washington on one of the river boats. At the conclusion of the dance, Chick allowed himself to be driven over to Johns Hopkins hospital in Baltimore.

"The band must not hear about this," he instructed, referring to the operation awaiting him. "It's only a checkup, and I don't want people always reading about me being sick in bed."

When it was over and the doctors had done everything possible, they warned those close to him that the end was near. Yet Chick refused to die. Day succeeded day, and his surgeon marveled. After a week had passed and he was no better, even Chick knew the score, but his will still upheld him. "I'm sorry," he said with a last grin, "but I have to go."

In Montgomery, Alabama, the band was playing a dance when the sad news came. Stunned, the musicians sat silent. A few moments afterwards, they rose together to play the song which best evoked for them the blithe spirit all had loved. Later, at the end of the long, sad journey to the place where Chick was making his last stand, Ella sang it, too. Few listened unmoved as she paid final tribute with "My Buddy."



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# RECORDINGS REPORTS : JAZZ LPs

| TITLE, PERSONNEL, DATA | REPORT |
|---|---|
| Erroll Garner: *One World Concert.* Garner, piano; Edward Calhoun, bass; Kelly Martin, drums. Reprise R-6080, $3.98. | This concert, recorded at Seattle World's Fair, is unusually full of Garner's special vitality and joy. There are extremely successful versions of "Mack the Knife," "Lover, Come Back to Me," "Sweet and Lovely," and a train blues among the nine numbers in the well-paced program. Garner's running vocal commentary underlines tensions and satisfactions revealingly, but when his trio hits its best grooves it just throbs as one, like a fine rhythm guitar. Its perfection then suggests comparison with the Oscar Peterson Trio, but Garner's has the edge in its contrasts, humor, and improvisational unpredictability. It swings intensely, but without brow-furrowing complexity. |
| Leonard Gaskin: *Darktown Strutters Ball.* Gaskin, bass; Herman Autrey, Pee Wee Erwin, trumpets; Dicky Wells, Big Chief Moore, trombones; Herbie Hall, clarinet; Bud Freeman, tenor saxophone; Red Richards, piano; George Wettling, Herbie Lovelle, drums. Swingville 2033, stereo and mono, $4.98. | This is by no means as dire as the subtitle—"A Dixieland Sound Spectacular"—might lead one to believe, although all six horns do meet in a catastrophic melée at the "Darktown Strutters Ball." On the other numbers, there are never more than three horns at a time, and none at all on "I Guess I'll Have to Change My Plan." This is attractively played by Red Richards with only bass and drums in support. Responsible for graceful passages on several of the other tunes, Richards is a pianist who always manages to surprise despite a seemingly familiar style. Dicky Wells on "Memphis Blues" and "Darktown Strutters," and Bud Freeman on "It Had to Be You," are the more rewarding of the other soloists. |
| Grant Green: *The Latin Bit.* Green, guitar; Johnny Acea, piano; Wendell Marshall, bass; Willie Bobo, drums; Potato Valdez, conga; Garvin Masseaux, chekere. Blue Note 4111. Horace Parlan: *Up and Down.* Parlan, piano; Grant Green, guitar; George Tucker, bass; Al Harewood, drums. Blue Note 4082, $4.98; stereo, $5.98. | Every jazz guitarist has to go through the Latin hoop these days and Grant Green is no exception. The numbers on "The Latin Bit" generally seem to inhibit him, although he and Johnny Acea improvise agreeably once they shake free of the melodies. Clearly more suited to his temperament is the context of the Parlan record, on which there is a unified approach to six originals by six different writers. "Lonely One," written for Billie Holiday by Babs Gonzales, is a haunting melody evocatively interpreted, but it is on his own medium-tempo blues, "The Other Part of Town," that Green plays with the most spirit and invention. He and Parlan create an almost hypnotic effect here by subtle shifts of accent in repeated phrases. Parlan is interesting throughout, both as accompanist and soloist. |
| Coleman Hawkins: *Hawkins! Alive!* Hawkins, tenor saxophone; Tommy Flanagan, piano; Major Holley, bass; Eddie Locke, drums. Verve V-8509. $4.98; stereo, $5.98. | Playing opposite Thelonious Monk at the Village Gate last year, Coleman Hawkins scored a resounding success. The phenomenal veteran is heard here in exuberant form during that engagement, his extraordinary gift of renewal being shown in the course of the long reworking of his old favorite, "It's the Talk of the Town." On both "Mack the Knife" and "Joshua," his soft theme statements throw into brighter relief the vigor and imagination of the subsequent improvisations. James Maher's entertaining notes dwell on the Arabic influence heard in the second solo on "Joshua," which undoubtedly reflects Hawkins's amused awareness of another contemporary jazz fashion. Tommy Flanagan's well-constructed solos are a decided asset to a relaxed, swinging set that should not be missed. |
| Jimmie Lunceford: *The Original Jimmie Lunceford Orchestra.* Ed Wilcox, piano; Joe Thomas, tenor saxophone and vocals; with big band. Dot DLP 3487, $3.98. | This unexpected set dates from the last struggling days of the Jimmie Lunceford orchestra. After the leader's death in 1947, it was jointly led for some months by Ed Wilcox and Joe Thomas, the only two to remain from its great days. Other members at this time include, however, Omer Simeon, Willie Cook, Al Grey, Joe Wilder, Paul Webster, and Joe Marshall, so it was still a band of considerable potential. Joe Thomas, always an exciting tenor player, is extensively featured, to best advantage on the ballad "Moonbeams," and in a stirring tenor duel with Lee ("The Raven") Howard on "Saxology." Thomas, who opens on the latter, has the fuller, smoother tone, whereas Howard's won him his nickname. Among several previously unissued performances is a two-part "At Sundown," arranged (like "Sneaky Pete") by George Duvivier. The recording quality, by today's standards, is decidedly thin. |
| Junior Mance: *Junior's Blues.* Mance, piano; Bob Cranshaw, bass; Mickey Roker, drums. Riverside RM 447, $4.98; stereo, $5.98. | Mance's choice of material immediately indicates a musician with genuine roots, for it includes numbers by Duke Ellington, Meade Lux Lewis, Ray Brown, Leroy Carr, Thelonious Monk, Charlie Parker, and Jay McShann, as well as three originals. His playing can be admired for the same reason he gives for liking Jimmy Yancey's because it is "so natural," but he has, notably, an uncommon feeling for jazz lyricism, a firm touch, and a fine left hand. He likes the middle of the keyboard, gets good chordal color there, and always plays with a foot-tapping beat. The fast "Jumpin' the Blues" probably displays his technical resources best. |
| Memphis Slim: *Alone with My Friends.* Memphis Slim, vocal and piano. Battle BM 6118, $3.98. | Memphis Slim, in Big Bill Broonzy's stead, has become Europe's uncrowned king of the blues. Recording in London here, he sings ten songs that were written or associated with other famous blues artists. The delivery is relaxed, confident, big-voiced like Joe Turner's, and embellished by softly spoken asides. He spontaneously plugs a specific brand of gin in "I Feel So Good," and just as spontaneously works an appropriately moving piano phrase back of the words "as the sun goes down," on "Rock Me, Baby." His virile combination of voice and piano results in a conclusive artistry that is basic to the jazz tradition and, in him, marvelously preserved. |
| Pony Poindexter: *Plays the Big Ones.* Poindexter, alto and soprano saxophones; Gildo Mahones, piano; George Tucker, bass; Jimmie Smith, drums. New Jazz 8285, $4.98. *Pony's Express.* Poindexter, alto and soprano saxophones; with three different octets. Epic LA 16035, $3.98; stereo, $4.98. | The New Jazz set provides a good introduction to a musician found in an altogether more complex setting on the Epic. Poindexter's soprano saxophone playing owes little to the brazen lyricism of Sidney Bechet's, and even less to the sensuous flow of Johnny Hodges's. Charlie Parker is in his phrasing, but he gets his own good sound, and "Poinciana" (New Jazz) suggests that further developments may be expected. The Epic, with five reeds, rhythm, and intriguing arrangements by Gene Kee, contains a great deal of brilliant blowing. "Basin Street Blues," on which Poindexter also sings, is the most immediately distinctive performance, but others, like the long "Lanyop," repay repeated listening. |
| Jimmy Smith: *Hobo Flats.* Smith, organ; with big band arranged and conducted by Oliver Nelson. Verve V-8544, $4.98; stereo, $5.98. | "Hobo Flats" is a fairly uproarious successor to the best-selling *Bashin'* album (Verve V6-8474). The formula is the same: the organ is preacher and the band an admiring congregation. Jimmy Smith, no doubt about it, is a spellbinder on his increasingly popular instrument. Although he does not employ its full resources, he has excellent time, and phrases to very powerful rhythmic effect. Quieter pieces such as "Trouble in Mind" and "Meditation" are just as successful as shouts like the title number, on which the rural flavor is emphasized by harmonica. —Stanley Dance. |


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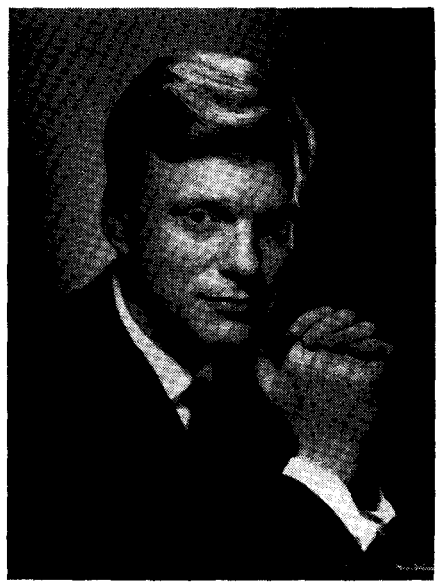
# Mulligan Rediscovered

WE KNOW that a jazz soloist is most often improvising, and this knowledge makes us listen with a special receptivity. But a good jazz solo is a good melody. Certainly it should be well played, and a player should assume a meaningful musical relationship (chiefly rhythmic) to his accompaniment. Still, a good jazz solo is a good melody almost in the abstract; if we wrote it out note for note, a good solo would seem good even on paper. Indeed, it is one of the glories of this American music that its best improvisers invent superior melodies, usually superior to other popular melodies, and often so superior that they create standards of their own.

All of which is preliminary to saying that on an LP by Gerry Mulligan called, after his nickname, *Jeru* (Columbia CL 1932/CS 8732), the baritone saxophonist has a solo on "Get Out of Town" that is very good indeed, and beautifully recorded. It is also, I must admit, somewhat unexpected.

Mulligan's early reputation in jazz was as a highly promising young composer-arranger who also played good baritone saxophone. That reputation reached a peak in 1949 and 1950 through his work with a nine-piece ensemble led by Miles Davis, with scores by Davis, Gil Evans, John Lewis, Johnny Carisi, and Mulligan. Eleven performances by this ensemble are collected on Capitol T 762, in an album titled, after the style it more or less founded, *The Birth of the Cool*. Mulligan's arranging included "Godchild" and "Jeru" (the nickname again), both of which took a rigid thirty-two-bar "popular song" form as a point of departure, and each of which burst through its all-too-familiar structures in highly provocative ways. Mulligan also contributed melodically appropriate baritone solos on several of the titles.

The Davis group may have provided a jazz style, but by the time that cool music had become something of a fad a few years later, the group had long since broken up and its members scattered. Mulligan was in California in the early Fifties, and there he did some recordings as leader of a pianoless quartet that brought him and trumpeter Chet Baker almost instant popularity. (Examples are preserved on Pacific Jazz 1207 and Fantasy 3220.) This group made a genuine attempt at an ensemble style and occasionally at collective improvising. But I expect that its basic rhythmic simplicity, its general air of jaded yet boyish sophistication, and a repertory of fairly familiar ditties had more to do with its popularity than the quartet's intrinsic musical merit.



**Mulligan ". . . a first-rate improvising melodist."**

Mulligan himself had obviously become a more proficient baritone saxophone player, but a less effective jazz soloist. For one thing, his patterns of phrasing often had a decided rhythmic sameness, not to say monotony. For another, there was a kind of edgy compulsiveness in his work, as if he were unable to let the music flow or happen but had to coerce it. And he seemed always busy—trying out this idea, that motif, the other run, but without larger melodic design. In short, he was playing at playing solos rather than playing them.

A few months back, I had high praise in this space for a collaboration between Mulligan and Paul Desmond (*Two of a Mind*, RCA Victor LPM/LSP 2624) and particularly for Mulligan's improvising on "Stardust." The LP also seemed to me a sign that, for the first time in over ten years, Mulligan had again begun to play solos of selective cohesiveness.

The *Jeru* LP confirms my feeling. Mulligan's first improvisation on "Get Out of Town" is, as I imply, an excellently developed jazz solo—it may even be a great one. But by singling it out I do not mean to neglect the tellingly varied patterns he uses on "Here I'll Stay," the fine momentum of his choruses on "Blue Boy" (a light but not trivial blues), or the delicacy with which he reads "Lonely Town." On that latter Mulligan gets an almost impeccable accompaniment from pianist Tommy Flanagan, and Flanagan's fine combination of lyric delicacy and rhythmic range is nowhere really overshadowed by Mulligan. The ensemble has the added percussion of a congo drum but its use is integrated and happily ungimmicked.

*Spring is Sprung* (Philips PHM/PHS 200-007), on the other hand, finds Mulligan returning to his quartet with Bob Brookmeyer's valve trombone, a thing of bemused tartness, as the other horn. The occasion is not entirely pianoless, for both Mulligan and Brookmeyer undertake the instrument for one number each—something the notes call "bench warming," with (one assumes) unintended innuendo. The players let us know they were having a good time. But, except for Bill Crow's bass solo on the "Four for Three" waltz, this seems lightweight stuff, with a lot of regressive *doodle-de-do-ing* from the leader.

Besides such periodic returns to popular quartet format, and his general freelancing in the record studios, Mulligan has led a large ensemble, the Concert Jazz Band, off and on during the past few years. The recording activities of this group have included such commendable projects as the introduction of scores by young Gary McFarland and the reorchestration of George Russell's fascinating "All About Rosie" (on Verve 8415), but the performances have been, to me, somewhat bland—as if we were listening to a first-rate studio group running down good material.

However, on *The Concert Jazz Band on Tour* (Verve 8438), recorded variously in California and Europe, the ensemble showed a spirited personality of its own. And on the new *Concert Jazz Band '63* (Verve V/V6 8515), the brass digs in with rapid accuracy on "Little Rock Getaway," for example, and the easy ensemble swing of "Big City Blues" is almost worthy of Basie. McFarland contributes again with three Ellingtonesque pieces that culminate in "Bridgehampton Street" and prove that you can learn from the master without copying him. And Mulligan on "Little Rock" and his own "Ballad" is once again a first-rate improvising melodist.

—MARTIN WILLIAMS.



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# Tribute to a Titan

***The Leadbelly Songbook: The Ballads, Blues, and Folksongs of Huddie Ledbetter,*** *edited by Moses Asch and Alan Lomax (Oak Publications. 96 pp. $1.95), presents a musical view of one of the giants of American folk music.*

*The poor boy wrote a million songs,*
*Yes he wrote day and night.*
*Well, the song I loved to hear him sing,*
*Irene Goodnight.—Sonny Terry.*

Few individuals, despite great gifts of talent and unusual aptitude for creativity, are ever so smiled upon by the gods that their reputation and popularity after death far override any fame or achievements accomplished during lifetime. Huddie Ledbetter, "King of the Twelve-String Guitar," the "Leadbelly" of the Louisiana and Texas penitentiaries, was such a man. Perhaps the most influential, most imitated, and singular moving force of the current "revival" of American traditional music, he gave impetus to the greater awareness of uncommercial songs of this country. Songs which will rarely, if ever, satiate the trite and pedestrian tastes of those who cater to, and thrive upon, the numerous inane, meaningless words that contribute virtually nothing to the vast heritage of our folklore (and are as lasting as a burning match). Leadbelly's name now, some thirteen years after his death, strikes a responsive note with many people if for no other reason than his two compositions "Goodnight Irene" and "Cottonfields at Home." Both of these pieces caught on unbelievably and enjoyed success on the "pop" market after the artists death.

*The Leadbelly Songbook* is a wonderful memorial to the memory of this Southern minstrel in spite of the fact that it is not a complete picture. Many of his fine songs and ditties are necessarily omitted because of the space limitation, and this is an unfortunate concession. What is presented is unusually good; there are numerous songs with words, music, and chords, and the folk-aficionado, amateur performer, and professional will have much to study, to sing, and to enjoy. Included are some of his best known works: "Bourgeois Blues," "Fannin' Street," "Titanic," the delightful "Jean Harlow," and "There's a Man Going 'Round Taking Names." A discography indicating the availability of the cited music and record album titles is extremely helpful to both the reader and potential listener. All of the songs are transcribed from records and are faithful to the original renditions, verbal intonations, and general spirit of the music.

Vital to the overall picture presented are the essays and biographical sketches by Frederic Ramsey, Jr., Charles Edward Smith, Alan Lomax, Woodie Guthrie, and Pete Seeger. All of these men are acknowledged experts in the field, knew Leadbelly well, and were perceptive enough to realize during his lifetime that the man was a titan, a giant in the midst of an unfeeling, unsympathetic public. It is rather difficult to single out the best essay, but Seeger's is an unusually tender tribute, affectionately written and informative throughout.

Most all of the pages contain introductory narratives to the songs in Leadbelly's own words—such as "When the Baptist people down south get together in the church they sing—they just sing. They don't swing, but they rock church" and "When you're broke and you ain't got a dime, something's on your mind—and that's the blues." There are also numerous drawings, sketches, and other illustrative material by David Stone Martin, Ben Shahn, Winslow Homer, and others. Leadbelly's obituary, as it originally appeared in the *New York Times,* is reproduced; it is a superlative cameo of his sixty years. Also priceless is the photograph of Leadbelly, his wife Martha, and his twelve-string guitar. All of the aforementioned contribute to an extraordinarily well conceived musical document.

—Lawrence Cohn.

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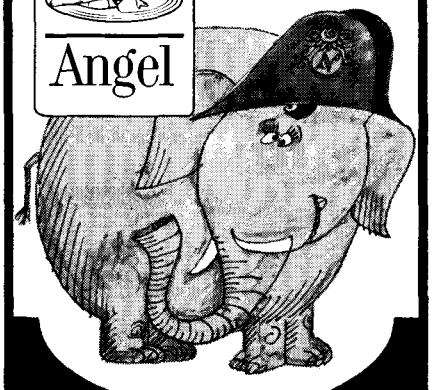




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# EDUCATION IN AMERICA

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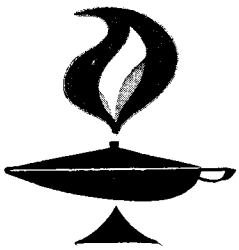

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## *A Confusion of Degrees*

STUDENTS who don their mortarboards this month will be granted the right to place a confusing variety of letters after their names. American colleges and universities grant a total of 1,600 different academic and professional degrees, and, in many cases, the same initials are used to designate different specialties.

A "B.S.L." after a name may mean "Bachelor of Sacred Literature," "Bachelor of Science in Languages," "Bachelor of Science in Law," or "Bachelor of Science in Linguistics," depending on which university grants it. If the degree is "B.S.M." the "S.M." may mean "Sacred Music," "School Music," "Science in Medicine," or "Science of Music." If the degree is "B.S.M.E." the last two letters may mean "Mechanical Engineering," "Mining Engineering," or "Music Education," and the "S.S." in a "B.S.S." may mean "Sanitary Science," or "Secretarial Science," or "Social Science."

Whenever a new vocation is added to the long list for which a college education is necessary, each of several universities thinks up a new degree to top the period of preparation. So now we have degrees in city planning, diesel engineering, petroleum marketing, and guidance, as well as police administration and beauty culture. And new degrees are added each year.

The more common or standard degrees: "Ph.D.," "M.A.," and "B.A." have lost most of their original meaning. A doctor of philosophy has studied something in depth, but he may know very little about philosophy. The possessor of a master's degree may not really be a master of anything and although the "A" in "B.A." and "M.A." refers to the liberal arts, not one graduate in a dozen could even name the seven liberal arts of the medieval university.

Bachelor's degrees are granted indiscriminately to men and women, single and married, but this was not always the case. In the 19th century some of the colleges for women considered it unseemly to call a woman a "bachelor" and granted such degrees as "Mistress of Arts," "Maid of Arts," and "Sister of Arts." But the feminist movement put a stop to that.

Perhaps it is inevitable that the meaning of such words as "Doctor," "Master," "Bachelor" should change somewhat with the centuries, but it is not inevitable that we allow the proliferation of new degrees to continue. A degree ought to have a clear meaning that will be understood by everyone.

We suggest a simple solution:

1. Let the baccalaureate or bachelor's degree stand for liberal education and *nothing else.* Require this degree as a first step for all who are later to go into the professions or other vocations that are based upon scholarly knowledge, but grant no more bachelor's degrees in specialties, professions, trades, or skills.

2. Let the master's become the first professional degree. Such a degree is appropriate for teaching, architecture, engineering, and other professions that require a basis of liberal education before specialization. Eliminate all degrees for skills and trades that do not require a background of liberal education. For these a certificate or diploma will suffice.

3. Let the doctor's degree always stand for a very high level of intellectual achievement or professional competence in those fields for which the master's degree is insufficient. Probably these should include theology, law,



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and some kinds and levels of teaching, as well as medicine, philosophy, and science, but doctor's degrees should not be granted in narrow specialties or technical fields that do not require a broad theoretical base.

The present confusion results from our lack of centralized control over higher education; it is one of the prices colleges pay for their independence. No individual and no office has the authority to bring order out of the present chaos by fiat, but the various institutions, through their accrediting agencies, could reverse the trend toward proliferation of degrees and could eventually establish a more orderly pattern. It is time to begin. —P.W.

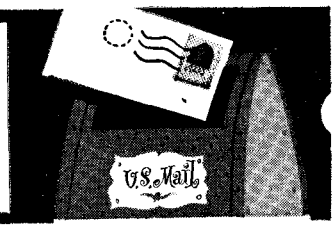
## How Degrees Began

"Academic degrees have been in use for more than 800 years, the first known record being the doctorate conferred by the University of Bologna (Italy) in the middle of the 12th Century. They came into common use among the principal European universities, but were limited for the most part to the doctorate, mastership, and bachelorship. Originally, the doctor's (Latin, *teacher* from *docere*, to teach) and master's degrees were used interchangeably, each indicating that the holder was qualified to give instruction to students; while the bachelor's or baccalaureate degree indicated not achievement, but entrance upon a course of study preparatory to the doctorate or mastership. Gradually, however, the bachelor's degree came to mean successful completion of one level of study preparatory to the higher degrees. . . ."

"It was natural that Harvard University, the majority of whose founders and governing boards were graduates of the University of Cambridge, should follow the British pattern in conferring various types of earned and honorary degrees. William and Mary, Yale, and other institutions later established, also followed the British pattern. . . . The great proliferation of academic degrees in America, however, is largely a product of the past century, chiefly of the past half century."

—*Academic Degrees*, by Walter Crosby Eells and Harold A. Haswell, Bulletin 1960, No. 28, U.S. Office of Education

# Letters to the Editor




EDITOR'S NOTE: *We have received so many thoughtful letters in response to the three articles on "The Education of Women" in our May 18 issue that we are devoting our entire "Letters" section in this issue to a representative sample of our readers' views on the subject.*

### ON TELLING WOMEN WHAT TO DO

THIS HAS BEEN called the "space age," but that is a misnomer. This is the era of telling women "what to do and how to do it." The editors and publishers of women's magazines, judging from their content, must be of the opinion that women should be instructed in great detail about every conceivable problem they might encounter in daily living. Articles appear written by "experts" advising a woman how to decorate, propagate, and legislate; tantalize, economize, and organize; be charming and disarming; find her rightful place, wash her face and fill a vase; set her hair, dress with flair, and paint a chair.

Now *SR* has joined the parade and added the education of women to the monumental list of special interest articles for and about women. There seems to be a suicidal compulsion in everyone (male or female), considered an authority on the subject, to tell women what to do with their lives and education. Any thinking, intelligent woman knows exactly what to do with it—enrich her life and the lives of those around her. How she enriches her life is a decision only she can make, whether through marriage, career, or both. First she must accept her womanhood and the rest will take care of itself. Whoops, there I go, presuming to tell women what to do and I'm not even an expert.

(MRS.) KATHERINE M. ST. ONGE.
Lakewood, N.Y.

MR. EDDY'S ARTICLE "What's the Use of Educating Women?" was a welcome change from the constant barrage of magazine articles by career women who contend that being a housewife and mother is an unfit occupation for any intelligent woman.

Concerning Betty Friedan's widely publicized theories, I have but one question: What is so exciting, creative, and self-fulfiling about the great majority of jobs performed by men and women outside the home?

Some of us consider the rearing of future generations to be a very important contribution to humanity, and one that requires the best possible education.

I just wish the girls with womb-rejection complexes would stop telling us how "trapped" we are!

(MRS.) SUE CRAIG.
Indianapolis, Ind.

### WHAT CONFLICT?

I AM TIRED of articles on women's role in life, especially articles about college-educated women who are supposed to feel some conflict between desiring home life and desiring a career. I am a college-educated woman (Oberlin, A.B., 1957), married, and a mother. In the first place, I do not feel "trapped" at home, and am not dissatisfied with my "lot" as homemaker. In the second place, I have no desire for a career or even a job outside my home. In the third place, I do not feel a desire to get back to college and "take up where I left off."

I suppose I have an old-fashioned view toward education, but I always thought one sought knowledge in order to attain wisdom, and one went to college because it was a place where the seeking of knowledge was concentrated. And since wisdom is not for men only, neither is education.

However, as I look back on my college education, I realize what a short time four years is and how little I really learned. I am convinced that the most important part of my education takes place outside the classroom. That is why I think it useless for people to suggest a return to college as a solution for the supposed conflict in women's lives. What use are grades and credits to a married woman?

I do agree, however, that I, as a college graduate, do not want to stop learning. But I don't have to have a career or go to college to keep on with my search for knowledge and, hopefully, for wisdom. I find new subjects to interest me all the time. I read books and discuss ideas with my husband and friends. This is the way I continue to learn—right in my own home.

(MRS.) A. L. FULTON.
Ann Arbor, Mich.

### ON LEARNING HOW TO LIVE

IT WOULD SEEM that all three articles really evaded the true issue. That issue involves the purpose of undergraduate education. If the undergraduate schools of our colleges and universities are to be merely glorified vocational training institutions, then there undoubtedly is a case for specialized schools for members of the feminine sex.

However, there are those of us who believe that the course of study leading to a bachelor's degree should be a much broader one, imparting knowledge of how to live, rather than merely how to earn a living. The years of homemaking and childbearing, whether they come immediately after, or even before the completion of education, need not be a period of stagnation and hibernation, if the proper seeds of intellectual curiosity have been planted. This type of education will serve well re-



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gardless of whether its recipient chooses to live out her life as a wife or whether she chooses to enter upon a career in business or a profession.

It is one of the great tragedies of our contemporary era that when more and more people are enabled to achieve a higher education, this education is being used as a financial tool rather than as a means of broadening the intellectual perspectives of the individual and society. Much of the spiritual malaise of our day might be relieved, if instead of using our magnificent educational machinery merely to provide a tool with which to dig, we began to use it, on every level, as a means to fertilize the minds of the coming generations so that they might rise above the mercenary materialism that so pervades the world today.

Rabbi Martin I. Silverman
Congregation B'Nai Israel.
Monroe, La.

## NOT NOW OR EVER?

I've read "The Education of Women," and thought it very good that you should interest yourself in some of their problems.

On page 83 you have a list of "College Programs for *Mature* Women."

I look forward then to your having, next week, "College Programs for *Mature* Men."

I bet you won't. Not now or ever.

(Mrs.) Ann Markin.
Lincolnwood, Ill.

## ON LEISURE

President Eddy and Pauline Tompkins may both be right as far as they go in discussing the quandary of today's women but both fall short of the mark. Women's current dissatisfaction stems not so much from their education or miseducation as from their misuse of leisure. Neither is the problem unique with women, nor is it new. The ancients called it *acedia* or spiritual torpor, and labeled it as one of the seven deadly sins. Whether the symptoms are a loss of appetite for life or frantic endeavor of the go-go-go variety, the disease is the same. . . .

Modern technology has leveled our lives to a thin, horizontal plane of materialism and functionalism, competition and conformity. We are as homogenized as a bottle of milk. The vertical dimension has vanished in our search for things—more, better, faster, more complex things—until we have become things ourselves lost in a forest so cluttered with things that we can no longer see the stars.

We have rocketed at supersonic speeds to a land overflowing with milk and honey, only to find that the grass isn't as green as the travel folders pictured it. Affluence is not enough. Our abundant life breeds suicide, alcoholism, divorce, mental disorders, delinquency, boredom and a fantastic consumption of tranquilizers—all evidence of a gross misuse of leisure.

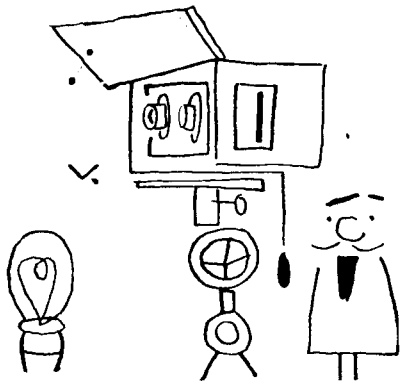
We are told that the leisure available to everyone will soon be vastly increased. If so, is not education's task less that of preparing women for careers and/or marriage than it is of educating both men and women for the intelligent use of leisure? Aristotle's claim that "a society unprepared for leisure will degenerate in prosperous times" sounds foreign to us, yet is this not already happening?

(Mrs.) Priscilla B. Wood.
Albion, Mich.

## ON EQUALITY

I enjoyed reading your special section on the education of women in America. However your introductory editorial indicated a lack of depth of perception of the problems of emancipation women still face.

The Constitution of the United States does *not* now give women equal rights. The only right they won in the nineteenth century was the right to vote. In a study made by the National Women's Party some years ago it was found that 1,100 state laws still discriminate against women. For forty years an Equal Rights Amendment has been introduced into both houses of Congress, and it is still no closer to being passed than before the Nineteenth Amendment. The United States does not have a federal equal pay law, though such legislation has been presented to Congress for the last nineteen years. At least thirty-eight other countries of the world guarantee women equal pay for equal work, by either national statute or Constitutional provision. It is quite obvious therefore that



women in America have not achieved emancipation or equality of opportunity. We are one of the more backward countries in the world today.

The United States was among the founders of the United Nations whose preamble states as one of its purposes "to reaffirm faith in the equal rights of men and women," yet we ignore this faith. The Universal Declaration of Human Rights, adopted on December 10, 1948 by the U.N. General Assembly, states: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinions, national or social origin, property, birth or other status." Yet our so-called "equal opportunity" clause in government contracts does not even mention no discrimination on account of sex. The Supreme Court has repeatedly held that women are not to be considered "persons" under the Fourteenth Amendment, which gave Negroes full citizenship. Yet the Court has upheld the federal income tax laws as constitutional under the Sixteenth Amendment and has imposed equal taxes on women.

I earnestly hope that the feminist movement has not come to an end, as you stated. In a world that needs educated women and their participation as full citizens the United States can no longer afford to recognize them as less than equally human.

Meta Ellis Heller.
Seattle, Wash.

The proper education of women is no longer really a subject for debate. Women have proven quite capable of mastering all the requirements of every discipline in the normal (male-centered) college curriculum.

The really relevant problem is the need for opportunities for women similarly to prove their ability to use this training in the normal (male-centered) world.

There are a few women, it is true, in almost all areas at the top level, but a realistic girl soon discovers that at least three qualifications are mandatory: 1) exceptional talent above and beyond that required of the typical male candidate; 2) exceptional dedication and determination, including the rejection of the "normal" interests and activities of her sex; and 3) exceptional luck.

Is it any wonder that many a smart girl (and this I deplore even as I admit it) decides to ride the gravy train? She marries a man with good prospects, gives him ulcers as she aims for vicarious success, and uses her so-called equality in the only area open to her—SEX.

Until editors (normally male) are willing to open their pages to a frank discussion of the real problem involved in the education of women, women will continue to be the "second sex," men will continue to suffer the attrition of nonviolent rebellion, and the sexual mores will continue to follow the devastating path started in ancient Rome under remarkably similar conditions.

(Mrs.) Dorothy Samuel
Lecturer, Manchester College.
North Manchester, Ind.

## ON THE RE-EDUCATION OF MEN

I read through the issue on "The Education of Women" with mounting incredulity. Not one sentence of the three major articles was devoted to the role of the man, the husband, in the education or career of the married woman. I began to wonder if your eminent contributors were aware that there *is* a husband in the picture. By whom, after all, has this mother of whom they write begotten her children?

The role of the husband in the education and career of the married woman is very often central to "the problem that has no name" as Miss Friedan puts it. Without considering his attitudes and his re-education there can be no successful solution of the problem.

Hyman Alterman.
Brooklyn, N.Y.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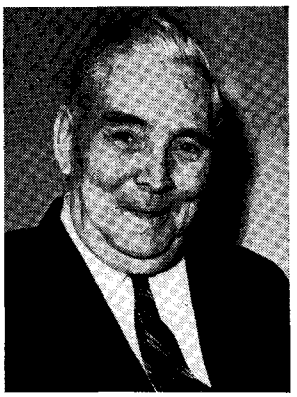
## Keepers of the Keys

**Hill, Goldwater, and McNamara of the Senate Labor and Public Welfare Committee**



**Powell, Green, and Frelinghuysen of the House Education and Labor Committee**

*—Photos from Wide World.*

# EDUCATION AND POLITICS

By PAUL HAZELTON, *Associate Professor of Education, Bowdoin College, Brunswick, Maine.*

IN EDUCATION, as in everything else, by changing the questions we can change the answers. The death of the higher education bill in Congress last fall and the trouble President Kennedy's omnibus bill is having this year emphasize the need for new questions. The familiar answers to the old come readily enough. But they don't satisfy.

Why is it so difficult to get federal aid legislation through Congress? Politics, we reply. Whose politics? And the replies are many: the conservative coalition of Southern Democrats and Republicans; those who attempt to overreach the First Amendment for Roman Catholic parochial schools; the colleges, by separating their own particular interests from those of education at large; and still another political answer: the supporters of public schools acting through the National Education Association.

Clearly, we lack no abundance of answers to customary questions. It is equally clear that none – or all of them – is sufficient. Education, President Kennedy has said, is the primary domestic issue confronting the nation. Yet, paradoxically, in five years of intensive effort, we have yet to begin defining a sound national policy that can be effectively translated into legislation. If, as seems likely, the separate parts of the President's 1963 omnibus education bill are treated piecemeal by the present Congress, the result again will be emergency relief rather than sound public policy.

Under these circumstances if new questions leading to profitable new answers are to be found, we must look hard not only at the present stalemate and its alignment of forces but at some of the history that led to these positions. From this we may examine some of the assumptions that frame our customary views of the relation of education to government and, more particularly, the political process, which is the means of our self-government.

Among the many advocates of educational policy, there exist deep, increasingly bitter differences. The reconciliation of those differences is, of course, the first condition for the development of effective programs, which so far seem to have been frustrated by the inabilities or indifference of a large number of Congressmen. Our usual questions and answers bring us this far in analysis. It may be, however, that there are some more fundamental problems that lie unresolved at the center of how we translate public need in education into public policy. It may be these that have in the broadest sense caused a political failure. And this in turn may enlarge a cynical distrust of our political process that ultimately can produce even greater problems than neglect of education itself.

The national interest in education has been defined more clearly in recent years than at any other point in history. The problems of simple physical growth and shortages have been enormously complicated by widely felt need for improvement in the quality of education. This awareness, first spurred by international scientific competition, has broadened to a more general recognition of the dependence of a sound economy on education and of the priorities that national affluence



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makes possible. Less direct but impelling has been the significance for society at large of nearly a decade of school integration efforts in the South and, more recently, knowledge of vastly unequal opportunities provided by the schools of the great cities outside the South.

The development of national policy is complicated by two fundamental conditions: first, the differences between schools and colleges; secondly, the mixed system of private and public education at every level. It is perhaps a primary difficulty for national policy that neither of these conditions is static. As the proportion of high school graduates attending college increases, the visibility of college problems is steadily heightened. Similarly, the distinctions between public and private grow more complicated. Gradations of difference between private non-sectarian education, especially at the college level, and private church education, especially Roman Catholic parochial schools, become increasingly subtle. Even within the public educational system itself, there are developing what appear to be "private" sectors. Foreign visitors, particularly from England, where a dual system of public and private schools is more openly acknowledged, observe that qualitative differences between expensive suburban schools and those in other cities and towns do, in fact, create a private system. The degree to which this is true becomes greater as federal legislation in education is delayed.

The efforts by Congress to deal piecemeal with the elements of national policy have not been successful. The failure last summer of the Congressional strategy that attempted to separate college aid from general school aid is simply the most recent instance. In the six years since the first Russian earth satellite was launched, Congress has been able to devise only two significant responses. The first is the *ad hoc* and partial National Defense Education Act, which was put together in the months of panic and mortification that followed the Russian success. The second is the continuance of the federally-impacted-area bills, which enjoy a pork-barrel popularity in Washington, but which offer no basis for national policy.

As the chief obstacle to general federal aid for education, the problem of private schools and colleges has emerged unmistakably. The tangle of church-state and First Amendment problems is only one aspect, although the most volatile one, of the relationship of public and private education. Deeper, and at least equally important, lies the question of the number and quality of alternatives that a pluralistic society can afford. Education, perhaps more than anything else, is close to the essence of a minority's right of choice. It is not enough to dismiss the claims of private educational systems as merely divisive elements in the body politic. Nor can private schools be asked simply to shift for themselves. In the light of present costs for schools and colleges, it may be doubted that any alternative to public education can remain viable for long without some form of assistance from the majority; under present circumstances this must mean from the federal government.

The crux of the relationship of education to government is the public schools. They are the largest single element in the whole system of education and by their nature they should be the cornerstone of any national policy. At present their relationship to government is complicated by certain virulent forms of what J. K. Galbraith has called in another context "the conventional wisdom." It has long been a widely held belief that education should be kept "out of politics"; and consequently the words "politics" and "politicians" have acquired only pejorative meanings when used in connection with the schools. It is a tribute to the strength of this belief that it persists despite the obvious fact that in recent years organized groups pressing the special interests of education are among the most powerful forces in our political process.

To understand the conventional wisdom of education on these matters, one must examine its basis in present forms of school government. Unlike many national issues, education has what political scientists call a completely intergovernmental character: it is in some measure the concern of government at every level—local, state, and national. At the local level, the great majority of school boards are elected on nonpartisan ballots, frequently at a special election conducted separately from all other elections. Most school boards have fiscal autonomy as well, which permits them to levy, and in some instances to collect, their own taxes.

The majority of school boards in this country also govern school districts whose boundaries are peculiar to the schools and do not correspond exactly to those of any other unit of local government. Thus, the characteristic relationship to other kinds of local government is "special." The relation of education to state legislatures and, notably in recent years to Congress has also been special, not because of any peculiarity of structure as at the local level, but because of its reliance on the tactics of organized interest groups. Its characteristic device for the formulation of educational policy has been the lobby, dominated by, but not exclusively composed of, state and national associations of teachers, administrators, and institutions, both public and private.

The deficiencies of the view that education should be kept apart from politics while operating as a special in-

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## No Spectator Sport

"THOUGH it has only been a few months since I came to the Commissioner's office in Washington, I have already been impressed by the need for a sense of urgency in raising the quality of our educational enterprise. There seems to be a rather vague agreement that something ought to be done, but too little vigorous advocacy of what to do. The President has proposed a program to the Congress that includes specific plans, many of them the result of bipartisan efforts of earlier years. The program can be the vehicle for progress. Yet I do not sense that those interested and concerned with education, including the Parent-Teachers Association, have given it adequate study or adequately expressed their views about it. In our kind of society, thank Heaven, action does not take place unless the people make known their wishes. If they are silent, one can only conclude that they do not care, and silence is the best word to describe the present situation. Please forgive me for my blunt language, but in honesty I must report to you my impression that the besetting sin of all of us engaged in education—and I must say that not even the PTA is immune to this tendency—is to indulge in pious resolutions regarding what ought to be done and then to be guilty of inaction at the moment of decision. The making of national educational policy is not a spectator sport."

—*Francis Keppel, U.S. Commissioner of Education, in an address to the National Congress of Parents and Teachers, May 20, 1963.*



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# WHO MAKES A MENACE OUT OF JOHNNY?

*The demands of schools in the slum areas of our large cities are receiving more and more national attention, but we have yet to give the teachers in these schools the resources they need to meet the special problems of their culturally deprived students. Ralph E. Loewe, a teacher in the Cleveland public schools, has not received the help he needs in the classroom, but as a free-lance writer he benefits from the active cooperation of his wife, Bessie Loewe.*

By RALPH E. LOEWE

"JOHNNY can't read!"
"Johnny can't write!"
"Johnny can't do simple arithmetic!"

For years now I've been seeing these statements in books, magazines, and even in newspaper headlines.

They seemed to be referring to some vague, standardized, middle-class Johnny. He's a well-mannered boy, eager to learn, but frustrated and pampered by "fuzzy-thinking progressives."

I am a high school teacher. For more than ten years I have taught English in a big school in a big city. But the Johnny they had been writing about wasn't the Johnny I'd been trying to teach.

Then, Dr. James B. Conant discovered my school. In his *Slums and Suburbs* he found my Johnny. He recognized that there are differences among pupils because of economic and cultural deprivation—and that these inequities have caused a dangerous situation to arise in America. New headlines are being written:

"Johnny Is Unemployed!"
"Johnny Is a Menace!"
"Who is this 'menacing' Johnny?" "Where does he live and where does he go to school?" "How many pupils were there in his first, second, and third grade classes?" "How much training did his teacher have?"

Come into my classroom.

There were thirty-two pupils enrolled in a recent ninth-grade class of mine. This was a special class set up primarily to handle the transitional problems of so-called age-grade promotions—pupils who merely grew older in their first eight years, not wiser. Five or six never actually reported to class because of certain unfinished business in the detention home. Several, however, had failed only one grade and were placed in this class because there were no other ninth-grade classes for them. This situation created an unusually wide intelligence range in the class. The PLR's (Probable Learning Rate as measured by the Cleveland Classification Test) ran the gamut from 70 to 118, from dull normal to above average.

Five or six of my pupils showed obvious signs of being psychologically maladjusted, perhaps to a serious degree. They could not sit quietly for any period of time. They drummed on the desks with their fingers. They fidgeted endlessly. They beat time with their feet. They bothered their neighbors. They swore under their breath, sometimes louder. They needed to be reminded constantly to behave.

I sent some of them to the office for fighting, swearing, or other serious offenses, but the administration is hamstrung by all kinds of rules calculated to keep pupils in school regardless of their disabilities, regardless of the corroding effect on school morale and on teaching effectiveness. Psychiatric treatment costs money. Institutional care costs money. All city and state institutions are overcrowded. Jobs for the unskilled are disappearing. Obviously, the only place to keep these pupils is in the classroom.

Among these sick pupils I found one who was described by his junior high school advisor as potentially dangerous. He had threatened to kill the principal in a fit of anger, had constantly caused trouble, and was finally committed to a detention home for theft. Another of my emotionally disturbed pupils frightened a veteran woman teacher by unusual antics in the study hall. She sent him to the office, but he was back the next day. "He comes from a disturbed family. There's nothing we can do about it," was the explanation.

—*Homer Page.*

**"Who is this 'menacing' Johnny?"**

A third pupil had a PLR of 118, a high rating. His records showed that in the second and third grades he had a vocabulary of a twelfth grader. "It will be a challenge to keep up with him," said a notation from the examiner. Now, for reasons unknown, he was nervously drumming his fingers on the desk in my room.

It goes without saying that these sick children take up such a disproportionate amount of time that it is almost impossible to help the quie ones who have obvious reading ana writing difficulties. (Some of the quiet ones also have deep emotional problems. Witness the girl who suddenly started sobbing in class one day. She hysterically claimed that two boys had attempted to rape her during the previous period. Investigation proved her fears to be completely unfounded. She was returned to the class without any professional treatment. One of her girl friends commented: "She's been doing things like that since junior high.") I am constantly haunted by the question: "Why can't Susie or Billie or Sam or Pete read by the time he is in the ninth grade?" Most of the time I don't have the opportunity to find out, so I bumble along trying to keep order and to aim at some elusive "average."

A boy pupil of mine at another school had obvious homosexual tendencies. In reading his autobiography, I found he had attempted suicide the year before. I finally was able to convince the boy and his mother to seek aid from a social agency, only to learn that they had put him on a waiting list and would see him in three months. But then, case workers and socia agencies cost money.

There was another boy in the same school whose mother poured hot coffee on him and beat him with a stick in



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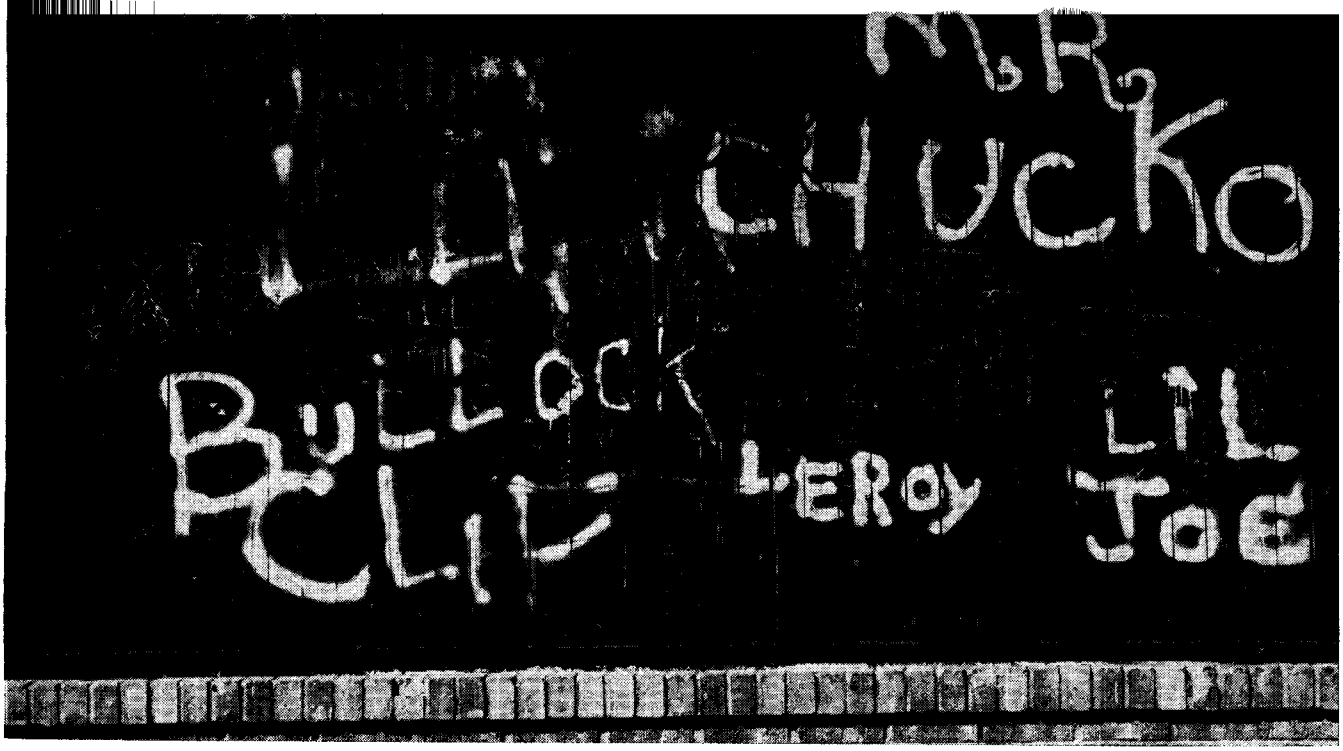


—*Arthur Leipsig.*

**"Slum schools are the stopping-off places for bewildered, confused children."**

angry fits. Another boy's mother ran a brothel. And there was a group of boys who left school early in December to join the Army because, "We'll have a nicer Christmas there." Our "tough" principal almost wept when he told us his.

Are these exceptions? Yes. But there are a great many such exceptions. Slum schools are *not* "blackboard jungles." They are the stopping-off places for bewildered, confused children from poverty-stricken, broken, crowded homes. *They are full of kids who need a lot of help*!

But these "exceptions" are also symptomatic of broader big-city problems. Let's look into some classes that are not so unusual or so dramatic.

A fellow English teacher had a tenth-grade class whose pupils were fairly well settled. There were no overt behavior problems. The ninth grade, emotionally-disturbed pupils had left school. They were probably hunting unavailable jobs. Some were in the detention home. Her pupils' PLR's ranged from 61 to 109.

"The quality of work in that class," she said, "is far below what we might call average. Their writing is often childish and incoherent; their ideas seem to lack maturity and sophistication. Their grammar, spelling, and punctuation are very weak. Unity in paragraphing is nonexistent."

Most of her pupils have reading difficulties that cause them to stumble over words and to misconstrue main ideas. Some can hardly read or write at all. There is such a wide range of intelligence and ability in this class, despite a school policy of grouping pupils according to their PLR's, that it is almost impossible to choose books that would really help them.

An eleventh grade teacher pointed out that his classes were more orderly and somewhat more capable, but there was still a very wide range of intelligence to work with since PLR's ranged from 71 to 112. His pupils were neater, more polite, and interested in getting a diploma. Most of them had learned to read "somewhat."

I HAD two twelfth-grade "YZ" classes. (Z classes are for pupils whose PLR's range from 70-89; Y classes range from 90-100; X and XX classes range from 110 up.) In one class there were eleven Z's and twenty-eight Y's; in the other there were nine Z's and twenty-nine Y's. This means that the quiet Z had managed to survive, and in classes of thirty-eight and thirty-nine I was still not able to help that quiet Z to read or write more than "somewhat."

*Forty per cent* of the pupils who were with these classes in the tenth grade had already dropped out! This is a school-wide and city-wide average and it approximates the national average—the "keg of dynamite" to which Conant referred.

A study of curricula in such cities as San Francisco, Chicago, Philadelphia, New York, New Orleans, and Detroit shows that these cities are struggling with the same kinds of problems—problems of drop-outs, slow learners, emotionally-disturbed, and retarded children all herded into the schools by penny-pinching communities—a national calamity of gigantic proportions, certainly as important and challenging in its own way as the race to the stars.

What role can the schools play in working toward a solution? I believe these approaches would help:

1. Develop free pre-elementary schools for children in underprivileged areas to help them achieve reading, writing, and speech readiness and proper attitudes toward education provided in most normal middle-class homes.

2. Re-examine the role of the elementary school and the attitudes of the public and of educators toward it. This is where the very best teachers should be employed and where the smallest possible classes should be held.

The kindergarten, as now constituted, is where the child makes his first step out of the home into the world of organized groups. Here, he becomes acquainted with the world of school. Is he a confused or bewildered member of a "mob" of thirty-five to fifty children seeking the attention of a confused and bewildered cadet teacher, or is he part of a group small enough so that he can get the warmth and guidance of a highly skilled educator?

In the first few grades of elementary school, the magic doors to reading, writing, and arithmetic can be opened by highly-trained, inspired teachers. This is where the doors are often closed forever by incompetents, by cadet

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# DESEGREGATION CREATES PROBLEMS, TOO

By I. N. BERLIN, *Associate Clinical Professor of Psychiatry, University of California School of Medicine, and for many years a consultant in child psychiatry to public school systems in California.*

EFFORTS to end *de facto* segregation in the schools have, in some instances, resulted in educational segregation that has serious implications for the mental health of both teachers and students.

When children of minority groups are driven by bus to schools in upper middle-class areas to reduce the *de facto* segregation found in the neighborhood schools, both teachers and students often are faced with new problems that they have not anticipated or been prepared for. The efforts of citizens' groups and especially the N.A.A.C.P., in arousing the citizenry against *de facto* segregation must not end when a new method of apportioning school populations occurs. Moreover, the citizens' groups need to be aware of some of the possible adverse effects of their pressures on educators which tend to result in new kinds of segregation.

Many of my colleagues in education throughout the country have expressed concern that the fear of being accused of racial discrimination has led school people to avoid dealing with destructive, unruly, and aggressive behavior by Negro youngsters as they would with similar behavior on the part of white children.

More serious is the fear of arousing cries of racial discrimination when teachers begin to help the educationally backward Negro child to learn and expect him to do academic work he has not been asked to do in other school situations. Many Negro youngsters find themselves academically far behind other members of their class. They require a good deal of help and need to make a great effort to catch up. Since such efforts have not been expected of them in other schools, many children in these circumstances feel angry and defiant. They often begin to clamor that they are being treated unfairly. Rather than risk such an uproar, in many schools administrators advise their teachers *not* to expect much from these students, in fact, to ignore them and just let them sit.

Here is discrimination of another kind. Smaller classes and higher academic standards may not be the hoped-for boon for these youngsters.

Educators are well aware that children from economically deprived families often have difficulties and problems in learning because their parents' primary concerns are food and existence, not education. Many of these children have not been helped by any adults in the home to experience the pleasures that come from learning and achievement. Frequently their parents have not had a chance to experience such learning themselves. In the overcrowded classrooms of many cities, staffed by underpaid teachers with meager equipment, it becomes a miracle that some children do develop a desire to learn and do learn. But for many, school is a holding action; there is little pleasure in it. They are bored, restless, and unhappy, because their energies are not used in any constructive and meaningful way. The boredom and restlessness leads the vigorous child to unruly and boisterous behavior, and the child without much energy to withdrawn, sullen, apathetic reverie.

IN this way the never-ending circle of academic uninterest, failure, and behavioral difficulties begins for many youngsters.

While all segregated schools are not overcrowded and deficient in the stimuli necessary for learning, statistically, the overwhelming majority are. Similarly, some Negro children from segregated schools have no difficulty at all in adjusting to an integrated school. These youngsters have learned to enjoy academic achievement and are good students who will benefit very quickly and very substantially from the new situation. However, most Negro youngsters from deprived families have had very traumatic experiences with learning at home and at school.

When children who have had these experiences are taken to a school in another neighborhood and placed in classes with children who have not been handicapped and are therefore far more effective in the mastery of academic material, their academic retardation makes them feel out of place, uneasy, anxious, and depressed. They yearn to learn. They want very much to become accepted in the new setting and yet they feel so hopelessly behind the other youngsters that they begin, almost inevitably, to resort to the only behavior they have learned to use to cope with such distressing feelings. Such behavior makes it very difficult for the teacher, who has not been made aware of, and therefore does not understand, the meaning of this sequence, to want to work with the child.

I am concerned not only with the welfare of the child in the school and the effects of continued educational segregation, but also with the mental health of the teacher because she has thus been placed in a psychologically untenable situation that has potentially serious results for her.

MOST teachers get their satisfactions in an underpaid and overworked profession from helping children learn They know that helping children t get pleasure and feelings of self-worth from mastering academic tasks and acquiring skills is a prerequisite for any successful achievement in living, and especially any success at working at demanding jobs in our highly technical society. Teachers get their feelings of self-worth and pleasure from their effective help to children.

In upper middle class areas, the parents are largely business and professional people who value learning, expect their children to achieve in school and work closely with the teachers. Such schools offer the most sought after teaching assignments and to them come the teachers who place high value on teaching, learning and academic achievement. Ostensibly these are the very teachers who should be able to give the most help to the Negro child who needs to be helped. But because they value learning and enjoy teaching they often resent children who have little interest or desire to learn. However, they have usually learned that with persistent effort, endless patience, and parental cooperation they can help most children begin to learn and even in time to enjoy it. In most situation they therefore persist through the clamor, protests, excuses, weeping, and resistance until the child finally understands that he is expected to work and



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to stay with each task until it has been mastered. Such mastery results eventually in beginning pleasure and finally in enjoyment of academic achievement.

If the teacher should fear that her persistence may be misconstrued by parents and others as discriminating behavior, and if she is encouraged by administrators not to create a fuss, then she may not make the necessary effort and the whole point of racial desegregation is defeated.

Herein lies the dilemma. If she does not do her best job, if she does not work as effectively to teach the Negro child as well as the white child to master academic skills, she has failed in her most satisfying activity, teaching. She is being neither an effective teacher nor honest and forthright with herself. Eventually such a realization on her part will affect all of her teaching. The youngsters who are not worked with effectively will of necessity be bored, feel deprived, and actually discriminated against, and therefore will become increasingly disruptive and an even greater burden to the teacher and the school.

If the teacher does her job as best she can, if she does persist and make every effort to help the reluctant Negro child to begin to work and to learn, and this does arouse the child's sensitized parents and creates an incident in the school, she may face the ire of school authorities and be considered by them a failure as a teacher.

How, then, can this dilemma be solved?

IT seems to me first, that it needs to be anticipated by school authorities, teachers, parents, and civic groups. Then they must plan together how to help the child, his parents, and the educator to work out the inevitable problems.

Further, it becomes important that the teachers and administrators come to understand how these youngsters feel when they are brought into a new school situation, especially those who are at a serious academic disadvantage.

The only way many of these children have learned to master anxiety, tension, and unease is by loud, boisterous, disturbing behavior, which at least evokes a known and predictable response from authorities. With this in mind, teachers and administrators may be able to anticipate and prepare themselves and the other children to deal with tension and anxiety. Continued efforts until the children are acclimated to their new surroundings require preliminary orientation of school personnel and children. The new child needs to be told in advance that he may feel such tension and anxiety, but that everyone will try to help him until learning becomes easier for him; other, more fortunate youngsters can be enlisted to help with profit to all.

These are not problems, it should be remembered, that occur only as a result of segregation and discrimination. Many of my colleagues in education tell me that such problems are becoming increasingly prevalent in all-white schools. Here also the child's learning difficulties, which stem from parental emotional difficulties and the parents' failure to learn in many areas themselves, result in clamor at the teacher's insistence that the child learn. Such clamor often angers parents, who have never themselves been able to help the child learn or insist that he follow through on any task. The anger is often a reflection of the parents' unrealistic hope that the school will do the parental job. These troubled parents are usually vocal enough to intimidate some school authorities who counsel their teachers to let the child sit. Such administrators thus compound the problem for the conscientious and idealistic teacher, the non-learning child, the troubled parent, and the entire school system.

The awareness of civic groups and educators that efforts at racial desegregation require continued vigilance, cooperation, and continued education of all concerned may make educational desegregation and equal opportunity to learn more of a reality.

## The Critical Point

John H. Fischer, president of Teachers College, Columbia University, and superintendent of the Baltimore public schools when they were desegregated in 1954, comments on some of the educational problems involved in segregation and desegregation in the recent book "Education in Depressed Areas" (Bureau of Publications, Teachers College, Columbia University, 359 pp., $4.75). Following are excerpts from his essay.

"EVERY Negro child is the victim of the history of his race in this country. On the day he enters kindergarten, he carries a burden no white child can ever know, no matter what other handicaps or disabilities he may suffer. We are dealing here with no ordinary question of intercultural understanding, although admittedly cultural difference is a part of the difficulty. Nor are we concerned with only the usual range of psychoeducational problems, for the psychological situation of the Negro child is affected by quite special social considerations.

* * *

"Whatever a child's ethnic or racial background, he may be bright or slow, attractive or unpleasant; his parents may be rich or poor, well-educated or illiterate, responsible or shiftless. Every racial group distributes itself in some fashion over the whole social and economic scale. But when all the variability is conceded, it cannot be denied that every American Negro child must expect to encounter certain problems which none of our other children face in quite the same way.

"Many of the recent efforts to integrate Negro pupils into the mainstream of American public education have been built on the assumption that the problems are essentially administrative, legal, or political. As a consequence, we have seen drives for what is called 'open enrollment' and other schemes to bring about, usually through directive action, a desired combination of races in particular classrooms or schools. Having worked in school administration for some twenty-seven years, I claim some knowledge of at least its limitations. Although I hold that administrative procedures and actions can be useful in education, I grow steadily more certain that no major problem of education—by which I mean really effective teaching and learning—has ever been solved solely, or even primarily, by legal or administrative action. To be sure, such action often lays the necessary groundwork and provides the setting in which good teachers may carry on their work, but the critical point in any educational system is found ultimately in the relation between the teacher and the pupil.

* * *

"In dealing with a population which is racially and culturally integrated, the school must begin by encouraging teachers to understand the special factors in the backgrounds of all their children, to take these differences imaginatively into account, and to build curricula and teaching techniques that reflect not only idealism but realism as well."



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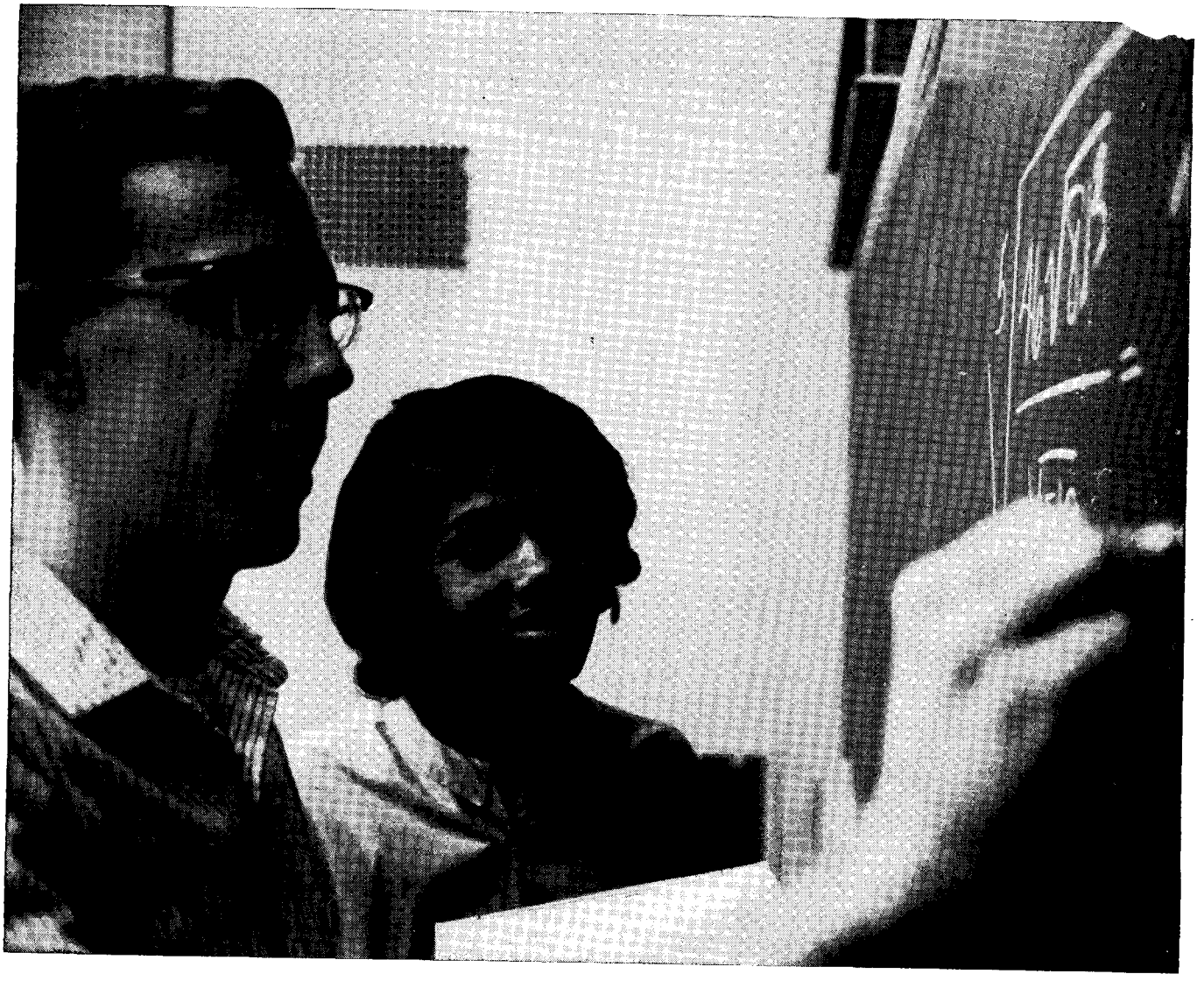

—*William F. Stekl.*

# THE WESLEYAN TUTORIALS

By DAN MORGAN, *reporter for the Middletown (Conn.) Press.*

TWICE a week in Middletown, Connecticut, a lean Wesleyan University sophomore, clad in khakis, loafers, and turtle-neck sweater, stands before a "class" of three seventh grade Negro students and talks about sentence structure and the diameter of circles. From time to time he drags on a cigarette or swings a foot up on a chair as it was never done at P.S. 84.

Behind the outwardly irreverent pose is a serious young undergraduate dedicated to helping a few of the young Negroes in the community raise their grades and their self-esteem. His long range aim is to stiffen his pupils for a crusade to make their native slums better places in which to live. The sophomore is a participant in the Wesleyan Tutorial Program. In Philadelphia, New York, New Haven, Boston, Chicago, and other cities there are students and social workers doing a similar job.

The tutorials began last spring as part of a spontaneous combustion all over the Northeast. New and nearly unproven, they represent a fresh approach to the nagging ghetto problem endemic to every northern city reeling under the impact of Negro migrations from the South.

Like the Domestic Peace Corps pilot project in Harlem, the tutorials discard the idea that the solution to chronic Negro difficulties in the North rests on the ability of the cities to provide, almost perfunctorily, more specially tailored "individual opportunities" in the form of houses, jobs, and restaurant seats. Accordingly, the tutorials steer their graduates not in the direction of a softer white man's world, but back toward the gut problems of the Negro communities. In the slums that grow and grow, individual opportunity is an outdated sop.

The tutorials have two distinct aims. The first is the immediate one of reducing high school dropouts, instilling academic self-confidence, and preparing a few gifted students for college. To this end two dozen Negro and non-Negro Wesleyan students, who receive expert guidance from the university's Master of Arts in Teaching staff, meet regularly with groups of one, two or three junior and senior high school Negroes, either at Wesleyan, in a church, or in the youngsters' homes.

The second, less specific object is to start the whole Negro community on an urban-age "great leap forward." Beginning with the youngest group it is hoped that the whole Negro quarter of the city will see the possibility of enrichment and improvement inside as well as outside the Negro community.

As Federal Housing Administrator Robert C. Weaver said in a recent speech in Middletown, "Simply sending scores of social workers into the



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slums isn't going to help any more. If the slums are to be improved the initiative must come from those who live inside them."

The tutorials, which reach the youngest element in the slums, are groping for ways to create that initiative. One way is through periodic large group meetings of tutors and tutees, at which race problems, Constitutional rights, the legal status of Negroes in America, skin pigment, intermarriage, and Negro history are frankly discussed. Reverend Dr. Martin Luther King calls the young students in the South the "shock troops of the freedom movement." Hoping for a similar development here, the leaders of the tutorials try to create at the meetings less of a lecture hall atmosphere than the expectancy of a combat briefing. Recently a discussion between the youngsters and five visiting Tuskegee Institute students, which started slowly, ended in a barrage of exchanges between both contingents. As communication increased, barriers of suspicion fell aside. The excitement was described by one observer as equal to that of a "down South camp meeting."

According to Edgar Beckham, the Wesleyan instructor who founded the tutorials in Middletown, the object of the program is "to encourage these young Negroes to participate as fully as they can in their communities, and, where they are blocked in their attempts, to fight constructively for their rights to participate." Mr. Beckham can make this kind of remark; he is a Negro himself.

For youngsters living in poor housing, the two hours weekly that they spend with their tutor after school may provide their only opportunity to study undisturbed by the cacophony of the slums. Every tutor has his own technique, but most try to create an atmosphere that is less formal than that found in the ordinary classroom. There is no Philistine-like lesson plan, no course of study, no prodding from an ambitious school superintendent. The youngsters themselves determine what happens in class. The subject may be algebra, or grammar, or simply goings-on at school. Most of the Negroes are highly allergic to any sign of pretension, moralizing, or condescension.

A little-noticed accomplishment of the tutorials is that they have reduced the truancy rate which, for a variety of reasons, is higher among Negroes than among white students. "Mostly t's a question of motivation," a teacher noted. "If their parents don't shoo them out of the house, why should they care? But the classes are helping. They make them feel there's somebody who's interested in them."

Though motivation may have been bolstered, salvation hasn't come overnight. What has come is a lessening of the Negroes' sullen suspicion that marked early meetings. One tutor who hurries from a lab session twice a week to meet his pupils said the first time he held class the youngsters straggled in half an hour late. "Now they come pretty nearly on time and stay to the end," he said.

Lacking the patience of professional teachers, some of the tutors privately admit discouragement. Last spring only one out of eight Negroes graduating from the city's two high schools went to college, compared with a city-wide average of one out of two. The tutor's attitude is not sweetened by one of the program's supervisors who says it might be several years before the young Negroes "even get to the point where they will admit they need help."

A majority of those coming from the South have not only an understandable fear of white students and teachers, but also what a local guidance counselor calls "holes in their education" in areas of mathematics and verbal comprehension.

WHEN Mr. Beckham organized the program here last spring he was prompted by the fact that in Connecticut the dropout rate is 60 per cent higher for Negro high school students than for non-Negroes. He also noticed that in a recent graduating class of the University of Connecticut only two out of 1,700 were Negroes. Neither the state's moderately liberal civil rights statutes nor its moderately active Civil Rights Commission was enough. More education was needed.

With encouragement from Dr. John Maguire of Wesleyan, a former Birmingham Freedom Rider, Mr. Beckham passed word of his plan on to the National Association for the Advancement of Colored People, the schools, and the churches. Then he called a meeting for the Negro group that seemed least suspicious and most accessible: the junior and senior high school pupils. Out of 150 eligible, twenty showed up. At the second meeting, there were forty, and by the end of the school year there were fifty-five.

To say that the project was an immediate success would be rash hyperbole. Apathy was widespread, particularly among parents, and particularly among new arrivals from the South, the very group that needs help the most. Rather than encourage their children to attend, many were skeptical, like the mother who told her daughter, "Don't have anything to do with those people; they'll get tired of you and drop you." This year she was surprised to see the program start again.

But Mr. Beckham's big problem is still "to convince more young Negroes that it is in their interest to participate in the program." Negroes, he feels, can be their own worst enemies. Sadly he illustrates this with a story about an eighth-grader who attended a group meeting and announced that he wanted to become a lawyer. "He couldn't have caused more laughter if he'd told a Dick Gregory joke. The other children seemed to think his statement was utterly ridiculous." One tutor, a Negro Wesleyan undergraduate who matriculated from a predominantly Negro Hartford high school, is convinced his race's small college enrollment reflects lack of motivation, not discrimination.

Coupled with all this is what Mr. Beckham calls a "combination of racial pride and racial embarrassment." One way to overcome the embarrassment is to talk about it, which happens in the group meetings. Another way is to use the tutorial "graduates" in social action campaigns to register voters and fight the housing discrimination existing in the community.

This is heady stuff, but statistics indicate why it is needed. Census figures show that over 500 Negroes leave the South daily. By 1975, it is predicted, 85 per cent of all Negroes—instead of the current 50 per cent—will live in northern urban centers. Hence the tutorials are aimed not at getting the Negroes out of the slums (that is impossible until the housing market eases considerably), but at making the slums better places in which to live. The young Negroes are being prepared for leadership inside, not outside the ghettoes.

The biggest mark of success of the tutorials in Middletown is that they are still going on after more than a year. It is, of course, not up to Wesleyan undergraduates to keep them operating. The burden is on the shoulders of the young Negroes. The tutorials are not aimed at finding a way out for a selected few, but at slowly raising the economic and social level of the whole Negro community. The younger ones still have the time, and the hope.

In the South a generation of young students is growing up that risks careers, education and even lives in the freedom movement. Mr. Beckham wants their northern counterparts to do the same. Caught in the quicksand of ghetto life, it is not easy for them. Nobody who has seen the tutorials in action thinks they can turn dreary urban slums into green pastures. But at least they give needed encouragement to a group whose academic problems are tied more often to lack of motivation than to lack of ability.



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# The Academic Poker Game

By DAVID B. JOHNSON, *Associate Professor of Economics, University of Wisconsin.*

IN the springtime, young professors' thoughts turn to what older colleagues have been thinking about all year: money. This is the best season for playing the academic poker game. Unlike hockey and basketball, this game continues in summer and fall as well. But the finest play and the biggest winnings are observed in the spring.

Fierce competition for new college teachers makes the game possible. Active participants comprise a small proportion of a university faculty, and a truly ingenious player is as rare as a Y. A. Tittle in professional football. This is fortunate for the other players, for if everyone were skillful, no one could win.

There is more than a little ambiguity in the attitude most teachers adopt toward their incomes. They view salary schedules as fixed, subject only to periodic increases granted by legislative bodies and boards of trustees. And yet meritorious performance is considered worthy of extra rewards. The first belief is wrong, as players of the academic poker game well know. The second is right, as successful players have demonstrated.

Although academic poker has no formal rules, it is not unlike draw poker. Usually a strong hand wins, but sometimes strategy calls for the tactical bluff. It works about like this: Player "A" (usually an assistant or associate professor) is the aggressor or initiator of the action. "A's" first objective is to attract the attention of "B," a key player at another school. He may accomplish this in a variety of ways, but the best is to write a book or publish the results of some significant research. This in itself warrants a salary increase for meritorious performance. But ordinary merit increases are peanuts to a man with "A's" appetite. The next step is to be invited to lecture at "B's" university. During the visit "A" hints that the thought of changing jobs is not unwelcome to him. Soon afterward a letter from "B" arrives proposing that the matter be explored. Better yet, "B" may suggest an opening, or even make an offer at a specified salary. At this point the betting starts.

The letter is first shown to "C," "A's" department chairman. "C" is told at the same time that the department at Ithaca or Bloomington (or wherever the offer comes from) is improving steadily, or that the weather in Chapel Hill was very pleasant during "A's" visit. If the game is moving along according to plan, "C" reacts swiftly. He asks (tactfully and indirectly) how much is required to make "A" stay. Here "A's" skill is put to its severest test. A cool hand and a meaningful shrug of the shoulders at this point ought to leave an impression that a $2,000 to $3,000 annual increase would render "A" indifferent to the offer. Under no circumstances should "A" reveal his true inclination. He makes it clear that he likes and enjoys his colleagues, although perhaps the climate is a bit rigorous for Mrs. "A." He must make it equally clear that "B's" offer has opened challenging research vistas; that he found his prospective colleagues most stimulating; that "A" cannot neglect his duty to provide financial security for his children.

Now, hopefully for "A," a department meeting is held. If "A" is highly esteemed by his colleagues, the offer is met. A recommendation that his salary be raised the required sum goes forward to the dean. Even though the increase is not effective until autumn, "A's" credit rating now moves up significantly. His wife gets a new wardrobe at the spring sales. His children are enrolled in a good summer camp.

The incident may leave a few ruffled feathers around the department. The amount remaining for other merit increases is sadly depleted. Some of "A's" colleagues resent what they consider to be blackmail. Given the opportunity, however, most of them would do the same. "A" justifies the affair by declaring that the process will eventually raise the salaries of all his colleagues. The game has ended with "A" the winner.

While any faculty member can play academic poker, it is well to emphasize some important caveats for the novice. First, if he chooses to bluff, he must be prepared to be called. Here an inept player may prejudice his future career. One such player was the professor on leave from the University of California who wired the chairman of his department, "Have offer from Columbia I find difficult to refuse. Please wire what the department can do for me." The unanticipated answer from the chairman came back: "Let me know where we can send your books." Since he had no acceptable offer at all, he ate crow. And worse, his standing with the chairman and his colleagues had been permanently injured.

A second caveat: The offer must be credible. If "A" is teaching at an elm-shaded, ivy-shrouded, prestige university, he can't impress anyone with an offer from Midcontinent State Teachers College. One professor with an established, big reputation at a leading university recently initiated his game by announcing a genuine offer at a higher salary from another state university which had few students, had scarcely any academic reputation, and was located in the center of a treeless wasteland. None of his colleagues took the ploy seriously. No raise was recom-



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mended. He found that it is not easy to disengage oneself gracefully from such an affair.

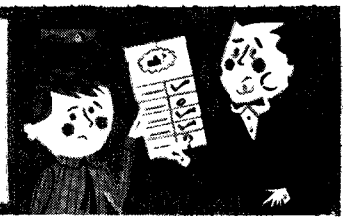
The third caveat: Be prepared to move. Many of the most successful players have enhanced their salaries by making moves every third or fourth year, sometimes more often. (The truly successful player needn't be concerned about school disruptions for his children; he makes enough to keep them in boarding school.)

These warnings point up what cynical critics ignore: Academic poker, like draw poker, is not a matter of pure luck. In the long run the winners are men of real ability who play skilfully. Playing the game is no substitute for genuine accomplishment in research or the classroom. The successful player is only maximizing the salary increases that he deserves in any event.

And the final caveat for the novice is to beware of player "D," the wily dean. Here is an opponent worthy of the most skilful player. His bluffs, evasions, holding actions, counteroffers, blandishments, flattery, postures of aloof understanding, general cunning, and seeming prescient sixth sense in playing the game command the respect of all. Some tyros have expressed astonishment at the skill with which the dean has been able to counter the most skilful moves in the academic poker game. But it shouldn't be surprising. How do they suppose he got to be dean?

> If we indoctrinate the young person in an elaborate set of fixed beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind, and the kinds of knowledge and understanding that will be the instruments of continuous change and growth on the part of the young person. Then we shall have fashioned *a system that provides for its own continuous renewal.*
>
> This suggests a standard for judging the effectiveness of all education—and so judged, much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them how to innovate. We think of the mind as a storehouse to be filled rather than as an instrument to be used.
>
> —Annual Report,
> Carnegie Corporation
> of New York, 1962

# Report Card



**MEMO TO TAXPAYERS.** In Greenwich, Connecticut, where effective buying income per household averages about $16,700 and the per-pupil cost of education runs about $560 a year, Superintendent of Schools John Blackhall Smith did some arithmetic recently and came up with the following statistic for his monthly report to parents:

"The Greenwich public schools provide education for each pupil for less money per hour than parents pay for a baby sitter. And the Greenwich public schools provide buildings, books, furniture, low-cost lunches, and part of the cost of transportation as well as education. The net cost in Greenwich is 51 cents per hour per enrolled pupil. The Greenwich baby sitter gets 75 cents to $1.00 per hour for her services."

**"LITTLE PITCHERS . . ."** Today's youngsters, as every parent knows, can recite TV commercials long before they learn to read. Francis Keppel, U.S. Commissioner of Education, opined recently that teachers in the primary grades ought to keep this in mind. "I wonder," he observed, "if the look-see reading teachers ever thought that the first word a child would learn to spell would be Schlitz."

**A GIRL'S BEST FRIENDS?** The University of Pennsylvania has extended to women undergraduates who are seniors or 21 years of age the privilege of living in off-campus apartments, provided they have the consent of their parents. The bachelor girls must be free of academic and social probation. Their apartments must be equipped with telephones, and bolts on the doors.

**SOCIAL NOTE.** The PTA Council in Westport, Connecticut, has recommended the abandonment of sixth-grade dancing classes, which have been held in the schools for many years under PTA sponsorship. Mrs. Harold L. Schine, the Council president, explained: "There seems to be a general trend these days to bring the social experience down further in the age scale. As a result, the children are trying to grow up too fast. We hope to reverse the trend."

**AUTOMATION.** Anyone who still remembers the soul-satisfying experience of clapping erasers will mourn the news that the Toronto School Board has approved an appropriation of $3,967 for the purchase of 114 electric devices that will remove the chalk dust without benefit of youthful exuberance. On the other hand, there may well be a promise of better things in a TASS dispatch reporting the development in Leningrad of a "cybernetic examinator" which not only conducts examinations but also records "unbiased and objective" marks.

**MIXING THE MORTARBOARDS.** The academic year now ending was notable for the many, and sometimes bewildering steps taken by colleges along the Eastern seaboard to desegregate the sexes. A few examples:

- A study committee at Yale recommended the admission of women undergraduates "ultimately."
- Three Radcliffe girls got Harvard degrees in March, and all 293 members of the Radcliffe graduating class received similar parchments at the regular commencement on June 12. It was the first time in history that such a thing has happened, but the Radcliffe girls had to pay a price. Instead of having their academic achievement recorded in Latin, which has been the custom at their own school, they had to settle for an English rendition, which is now standard at Harvard.
- At Russell Sage, the women's college in Troy, New York, twenty one men who had attended evening classes received degrees at the commencement.
- Dartmouth announced that as part of its plan to move to a four-term calendar, it will have an eight-week summer session beginning July 1, and that women students will be invited.
- Eight women graduate students were not only admitted to Princeton, but also were invited to dinner (complete with cocktails) at Procter Hall, the formidable Gothic dining hall where graduate students must wear academic gowns at the evening meal and mind their table manners under the faintly disapproving scrutiny of Moses Taylor Pyne and Dean Andrew Fleming West, whose portraits hang on the paneled walls: The *Princetonian* recorded the invasion under this banner headline: EIGHT WOMEN AND THE END OF A MONASTERY.

—JOHN SCANLON.



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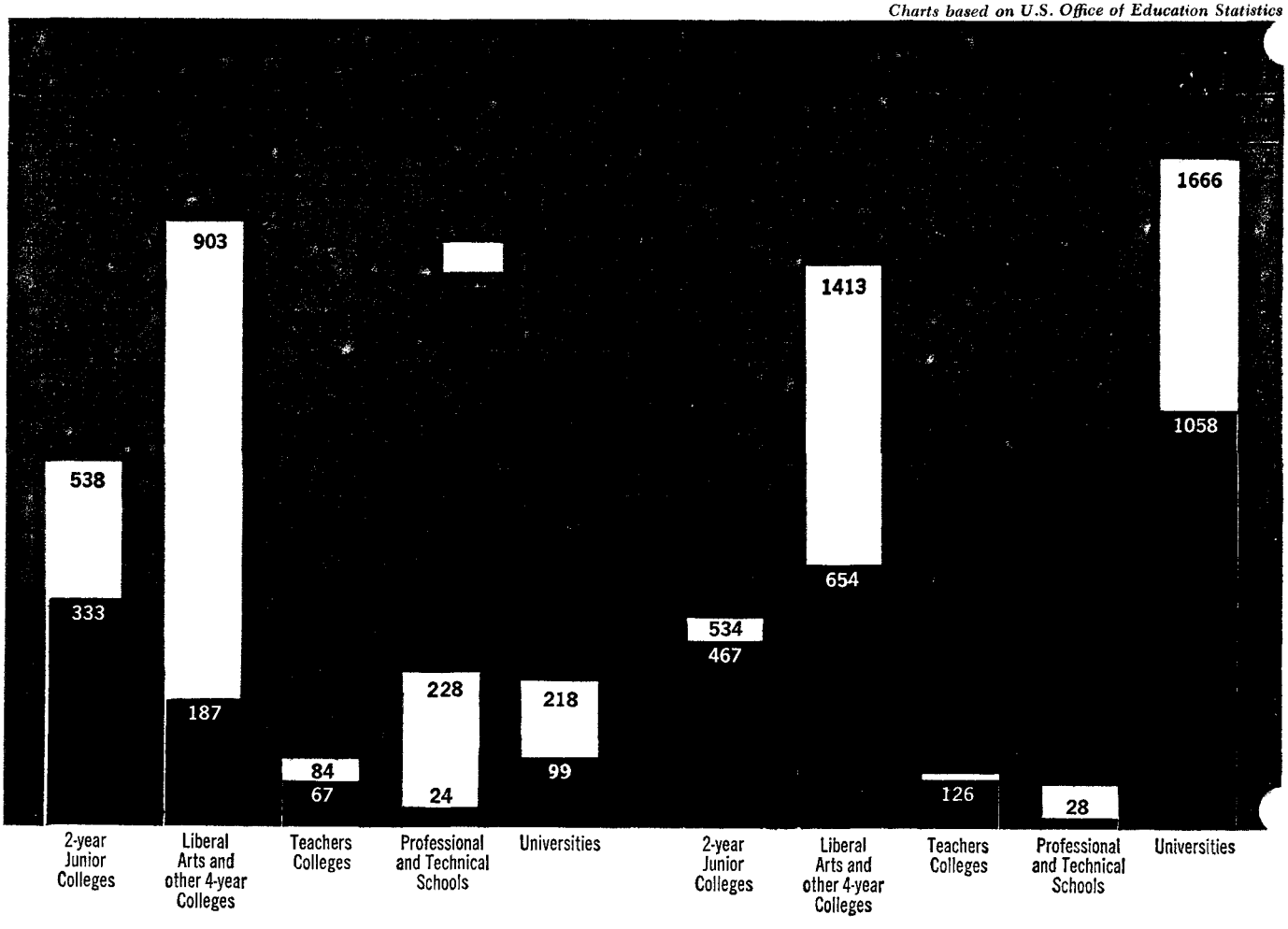
# Where Do They Go To College?

*In the U.S. almost anyone can go to college. During these past few months more than a million prospective freshmen received letters telling them whether the colleges of their choice have also chosen them. Most of them will enroll next fall—and thousands more could if they wanted to. Within the marvelous diversity of American "higher education," high school graduates with even the most modest capacity for scholarly attainment can find an academic home. Opinions may vary as to whether the gates should be open to students of such widely varying ability, but they are not likely to narrow until the press of students, already clogging the doors of the more prestigious institutions begins to crowd the lesser known and sometimes less rigorous colleges as well.*

*On this and the following page, William K. Selden, Executive Director of the National Commission on Accrediting and former President of Illinois College, presents a broad picture of American higher education, the number and kinds of colleges and universities, and the number of students attending each.*

*Charts based on U.S. Office of Education Statistics*



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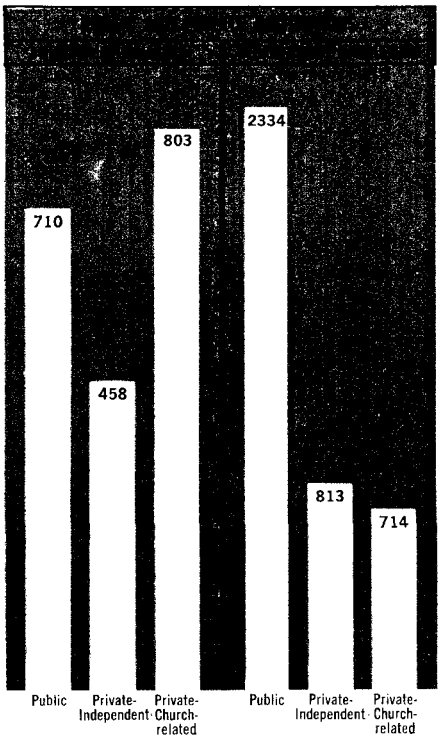



By WILLIAM K. SELDEN

The phrase "colleges and universities" covers a lot of territory in American education. Almost every type of institution that enrolls high school graduates —from truly great institutions of higher learning to fly-by-night trade schools— can be included. We have never restricted, either by custom or by law, the use of "university" to institutions conferring doctor of philosophy and professional degrees. Not only do some liberal arts colleges which offer no graduate studies call themselves universities, but one quite respectable junior college so designates itself. The term "college" is even more widely employed and may refer to a true liberal arts institution, or it may designate a professional school, a community college, a secretarial school, or a school of cosmetology.

It is common to speak of 2,000 colleges and universities in the country because the U.S. Office of Education's annual *Higher Education Directory* lists approximately that many institutions. But this is a very inclusive listing. In addition to universities, liberal arts colleges, other four-year colleges and two-year junior colleges, it contains data on independent conservatories of music, schools of art, law, medicine, optometry, osteopathy and podiatry, religious seminaries and theological schools, as well as business and secretarial schools, technical institutes, and a few other miscellaneous institutions. It may be said, indeed, that there are 2,000 institutions of higher education in the U.S., but the education offered is substantially "higher" in some than in others. To get a truer picture of American higher education it is necessary to differentiate among the different kinds of schools and see where the overwhelming proportion of students attend.

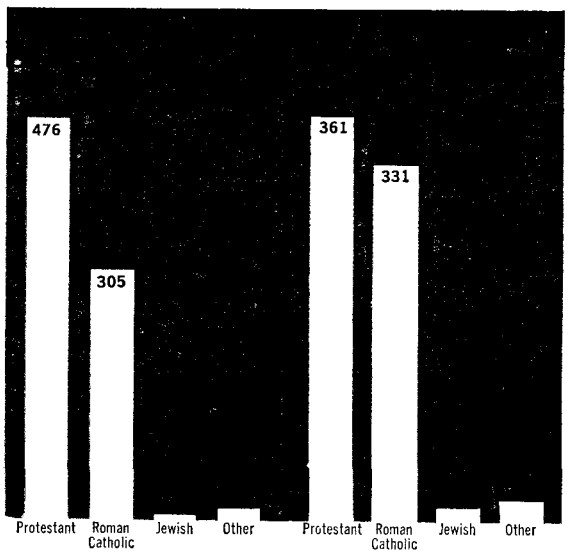
Chart No. I, on page 72, shows that the largest total enrollment is found in the relatively few (218) complex institutions which offer, in addition to their many undergraduate programs, professional studies and advanced graduate work. Over 1,666,000 students are studying in these institutions, with more than a million of them enrolled in state universities. Four times as many liberal arts colleges (903) enroll the next largest group of students, 1,412,589. Together the universities and liberal arts colleges serve more than three-fourths of the nation's higher education students. The more than 500 two-year, or junior colleges are increasing rapidly in number, but still enroll only slightly more than half a million students. And the relatively small enrollment in the nation's 84 teachers colleges indicates that most of the 130,000 teachers graduated annually must come from other kinds of schools —liberal arts colleges and universities for the most part.

Chart No. II shows the relative number of public and private institutions and their enrollments. State and municipal colleges and universities enrolled about half of the nation's college students a decade ago. Today nearly sixty percent of all students attend public institutions and the percentage is almost certain to rise in coming years as private institutions find it increasingly difficult to expand fast enough to accommodate their traditional share of the growing number of young Americans who seek a college education.

The large number of private, church-related colleges graphically illustrates how closely religion and higher education have been allied in the nation's past. Many of the colleges established by religious denominations have retained their church affiliation; others have left their religious origins behind as they became independent, secular institutions; a great many have kept loose ties with church groups, but have, in effect, become independent.

Chart No. III illustrates the denominational distribution of American colleges and universities. The traditionally Protestant U.S. reflects its historic origins in the number of Protestant colleges and universities still operating. But Roman Catholic institutions, largely established in this century, enroll almost as many students. Jews have been less active in founding their own institutions of higher education and have depended, for the most part, on the nation's secular colleges to educate their youth. A very few other religious groups have established institutions of higher learning, but they represent a tiny proportion of the total.

These figures and charts mean, in summary, that in the U.S. we can truly employ the word "diversity" when we speak of post-high school education. In the language of the teenager, "You name it, we have it!" There are not, to be sure, 2,000 institutions of higher learning in the country—unless that historic phrase includes all post-secondary training, no matter what its nature. But there are many hundreds of colleges and universities offering a truly amazing range of academic opportunity to American youth.



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# More Students Are Studying Now, Paying Later

By REXFORD G. MOON, JR., *Director of College Scholarship Service, College Entrance Examination Board, Princeton, N.J.*

—*New York Universit*

EVER since some of the Pilgrims on the *Mayflower* secured their passage on credit, Americans have been buying now and paying later for things they wanted and needed. From this modest, but purposeful beginning, total consumer debt in the United States has reached a staggering $231 billion, with a 200 per cent increase in the last ten years.

Americans can buy almost anything on time including funerals and African safaris. The newest item of growing significance in the inventory of national consumer debt is higher education. It is really no surprise that Americans should turn to credit in paying for college. What is surprising is that it has taken so long for them to do so. This trend has become so popular that between 1955 and 1962 personal loans for education negotiated in one year just by colleges have increased almost 1,000 per cent, from $12,000,000 to $120,000,000.

Pinched purses have had much to do with this rush toward borrowing for an education. Families saving for college manage, on the average, to put only $150 per year in the bank for this purpose. College costs have not stopped increasing nor are they expected to. Experts say that at least a 5 per cent increase per year over the next eight or more years is to be expected. College tuitions have already increased over 35 per cent since 1955, while family disposable income has increased only 21 per cent. At this rate, by 1970 disposable income will have increased in fifteen years by about 32 per cent and college tuition by at least 75 per cent.

Those who arrive at a financial barrier to college unprepared—a number that increases every year—are using loans as compensation for poor planning, misinformation, prolonged insolvency, or just imprudence. Students and parents—about twice as many of the latter as the former—will incur debt this year to pay some or all college bills. So that Junior or Susie can study now, possibly one million students and/or parents will promise to pay later sums ranging from a few hundred dollars to as much as $15,000 over a period of ten or more years.

Necessity, though, is only part of the story. A college education has been shown to have considerable worth in dollars and cents, personal satisfaction, job success, social prestige and, for the girls, all of these—plus the right man. And though, as a nation, we have gained tremendously—culturally and economically—through mass higher education, federal willingness to support higher education, as the last Congress showed, seems to be much more modest than that of the individual student or parent. Credit and the "good life" are sort of one and the same thing in America, and college education provides a minimum guarantee that life will be enjoyed to the fullest. It is not surprising, therefore, that, as rising college costs begin to close college doors, individuals seeking entrance will use credit as a foot to keep them open.

Borrowing for college education did not become a really significant factor until 1958, when the National Defense Education Act created the now famous Defense Student Loan Program. This program provides federal dollars to colleges for loans to students. No interest is charged on these loans while the student is in college, and 3 per cent is charged yearly on the unpaid balance after graduation. Repayment must be completed within eleven years after the completion of formal education. By the end of this year, the 1,525 colleges through which this program operates, will have negotiated about 800,000 individual loans, totaling some $360,000,000, to about 400,000 students. The average student borrower, however, has at the moment only about a $900 debt, which, in terms of the maximum debt of $5,000 permitted under NDEA, is indeed modest.

Given the potentially disastrous impact of increased college costs on student and parent, some of the evidence coming out of the NDEA operation thus far is most reassuring. New entering students comprise 27 per cent of the borrowers and 97 per cent of their loans were negotiated after the student was accepted, but before he arrived on the campus. Colleges are apparently reaching out for students with these loans as they have done in the past only with scholarships and promises of employment.

Seventy per cent of the student borrowers report their family incomes to be below $6,000 per year; 40 per cent say they are below $4,000. Though it is disturbing to discover from these statistics that the already highly subsi-



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dized price of education is increasingly out of the reach of the low-income group, it is apparently being brought back into reach for many if it can be repaid over a period of time longer than the four college years. Ironically, it appears that loans, at least low-interest NDEA loans, are reaching more impecunious students than scholarships do. The average family income of scholarship holders is reported to be nearly $8,000 per year in contrast to the approximate average family income of $4,500 of student borrowers.

Among the many pleasant surprises in our short experience with educational loans, none has been less expected than the way girls have turned to loans. It seemed for a while as if men were trying to discourage young ladies from borrowing by likening a girl's educational debt to a negative dowry. Apparently this did not impress the girls, because last year's freshman girls constituted 47 per cent of the NDEA borrowers, although only about one-third of college students are girls. The contrast with their older sisters in graduate school, where only 11 per cent of the borrowers are girls, indicates that in one college generation such reluctance as young ladies might have felt toward educational borrowing has been considerably modified.

Women are playing an increasingly important role in the economic life of the family and nation. A few hundred dollars of debt assures that this role will be played effectively; girls apparently realize this is a small penalty to pay. Increasingly the young college wife must support her husband through some or all of graduate or professional school. Then she spends the next twenty years balancing the family books each month—or at least trying to—after which time she goes back to work (over 20 per cent of the mothers of college students now do) to help support one or more of her children in college. We are learning—and in this instance the girls are showing the boys—that at least in matters of higher education a personal debt should be listed as an asset, not a liability.

For every student who borrows from his college, from a growing number of various state-guaranteed, subsidized or philanthropic programs, studies indicate that twice as many parents borrow to help pay their children's college expenses. Apparently only very infrequently do both students and parents in the same family borrow.

Parents who choose to borrow may not turn to the same sources as the student, and vice versa. Borrowing by students and borrowing by parents are somewhat different propositions, though presumably for the same purpose. Students turning to their usual sources for loans—colleges, banks and philanthropic groups—need no collateral. Cosigners are still required in many institutions, though as a consequence of the NDEA program some states have made it possible for college students, regardless of their age, to negotiate a binding educational loan contract. Students will, again as a result of the NDEA, have as many as eleven years to repay after finishing their education and military service. There will be no interest charges while the students are at college, and extremely low charges after they leave. Some portion of their loans may even be forgiven if they enter public school teaching.

PARENTS who decide to borrow, out of either convenience or necessity, must use commercial sources, and are advised to shop carefully before buying an educational loan plan. Methods of figuring charges and other arrangements defy classification and, in some instances, even understanding.

In using regular commercial sources the parent will need a cosigner. Depending on the plan he will pay rates of interest and other charges ranging from as little as $400 to as much as $900 while paying back $4,000 over six years. He will be required to purchase death benefit insurance, and start repayments on the full amount within thirty days of the negotiation of the total loan, even though the money is used over a four-year period. Another aspect of packaged commercial educational loan programs that sets them apart from most other commercial loan transactions is that collateral is not required; the insurance serves this purpose. In any case, they are expensive transactions when one considers that the loan, at least in part, is needed to purchase higher education, the price of which is presumably already heavily subsidized to keep it within the reach of those who want and may benefit from it.

No doubt most educational borrowing by parents is done against personal assets such as homes or insurance. We know from studies that there is considerable parental borrowing, but the volume of use of commercial educational payment plans does not statistic-

(*Continued on page* 83)

## Who Can Borrow for College and Where

COLLEGES, banks, private financial organizations (including insurance companies), and philanthropic, civic, church, business, and labor groups constitute the major sources of educational loans.

*Colleges* usually lend money, mostly from federal sources, only to accepted or enrolled students, based upon the individual's need and/or achievement. College loans usually require cosigners but not collateral; rates of interest are well below commercial rates; and long periods for repayment, normally starting after graduation, are allowed. Write to the college for information and applications.

*Banks* prefer to deal mainly with parents, though in some states they have student programs as well. Most require insurance on the life of the borrower in lieu of collateral. Cosigners are required, most frequently the spouse of the borrower. Interest is comparable to regular commercial transactions. Interest and repayment start immediately. Call or write local banks for complete information.

*Private financial organizations and insurance companies* offer plans of convenience, if not economy, almost exclusively for parents. Prepayment, or savings, is sometimes a characteristic. These programs, while permitting the largest sums to be borrowed, are also the most diverse and expensive. Most provide for the continuation of payments in the event of death of the borrower. Most urge the purchase of a "plan" for the financing of two to four years of education. For information consult advertising media or ask your school counselor.

*Civic, philanthropic, church, business, and labor groups* in growing numbers have loan funds. Some lend money to students, some to parents, and some to both. Rates, which vary somewhat with the source, are usually lower than commercial programs, but higher than those of colleges. Parents, individual contacts, or your school counselor are the best sources of information.



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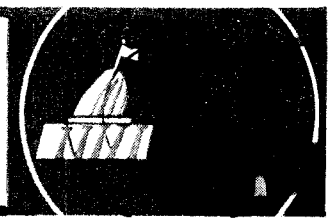
# While School Keeps



**THE AMERICAN HOST PROGRAM** is a unique person-to-person project that brings school teachers from the free nations of Europe to spend a month in the U.S. living as guests of American families. The object is simply to offer them an opportunity to gain a better understanding of American life.

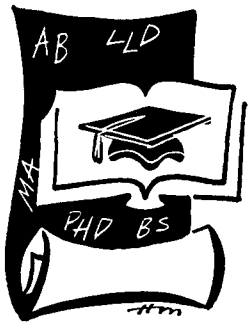
A private, do-it-yourself project operating without government or large foundation support, the program was conceived and initiated by two California schoolteachers, Tom Murphy and his wife Frances. In 1961 they decided to invest their savings in a trip to Europe, where they would spend a year or two studying Western European school systems. During the course of their study, however, they were dismayed by the gross misconceptions about America that were common among the teachers they met. The idea for the American Host Program grew out of their discussions of this problem with the then U.S. Ambassador to France, James M. Gavin, and the U.S. Cultural Attaché in Bonn, Dr. Lewis Hammond. As a result, the Murphys cut short their trip, returned home, and started a program that brought sixty European teachers to the U.S. in 1962 and will sponsor visits for twice that number this summer.

Operation of the program is simple. American families are asked to entertain a teacher in their homes, just as they would entertain any other guests, for one or two weeks; only rarely does a teacher stay longer than two weeks with one family. The host is expected to meet the visiting teacher when she—or he—arrives in the city, provide a room and meals for the visitor, see that the guest has an opportunity to meet friends and neighbors of the family, and make arrangements for him to be taken to the train, plane, or bus when leaving.

Western European teachers are informed about the program through their teacher associations; those who are interested make application, specifying the area of the U.S. they would like to visit. (There is a chronic shortage of host families in the Northeast since a high percentage of the teachers select that area and the Murphys have fewer contacts there than in the West.) Teachers and host families are then matched as well as possible and are given each other's names and addresses so that they can correspond before the visit. In late July, the teachers travel together by chartered plane from Europe to New York, where they spend three days; then each travels to the home of his host. During the next four weeks each teacher stays with at least two host families in the same general geographic area. At the end of the four-week period, the teachers again assemble in New York and return to Europe together.

Success of the program is due, at least in part, to the fact that many European teachers would like to visit the U.S., but are unable to afford a regular tourist's trip. Under the American Host Program, the only cost to the teacher is transportation—less than $400—and even part of that is sometimes paid by sponsoring groups in the U.S. Potential host families, either for 1963 or 1964, can obtain information from the American Host Foundation, Inc., 9942 Catherine Avenue, Garden Grove, California.

**TEACHING TRADITIONAL VIRTUES** in the schools has become an overriding consideration for some Americans concerned with education. A few have found an answer in substituting nineteenth-century McGuffey Readers for more modern textbooks. For those who find this solution of the problem attractive, an even more traditional possibility is now open. A facsimile of the 1727 edition of *The New England Primer* has just been published by the Bureau of Publications, Teachers College, Columbia University. A famous textbook from which millions of early Americans imbibed learning and morality simultaneously, the primer is perhaps best known for its alphabet rhymes beginning with the often quoted: "A. In Adam's Fall, We Sinned All." Historians and collectors of Americana may also find the volume of interest.




**THE EX-GRADUATE STUDENT** who never received a Ph.D., but enjoys the dubious distinction of holding an A.B.D. (All But the Dissertation), is a common product of the nation's graduate schools. The long grind of graduate study leaves many students with more responsibilities than money. Therefore, when residence requirements are met and orals are passed, they seek employment before leaping the last hurdle, the doctorate dissertation. Many have the time, energy, and determination to finish the job and earn their Ph.D.s—sometimes five, ten, or even fifteen years after entering graduate school. Others, caught up in professional and family responsibilities, never do.

In an effort to encourage superior students to complete their graduate work in minimum time—and thus reduce the number who never complete it all—the University of North Carolina is launching this year an experimental program of "incentive fellowships." Under a five-year grant from the Carnegie Corporation, the fellowships offer graduate students $2,400 a year for three years. But a portion of each year's stipend is conditional upon completion of certain steps toward the degree by a given date. If these steps are not completed, the conditional part of the stipend is forfeited. For instance, foreign language requirements must be completed by the end of the first year; preliminary orals by the end of the second year; the dissertation by the end of the third year.

Hopefully the program will reduce the number of A.B.D.s and increase the number of Ph.D.s.

**STUDENT HOUSING** for colleges—especially small colleges—is often a major obstacle to expansion. The National Defense Education Act has made loan funds available to colleges and universities at attractive interest rates, but the smaller colleges, with limited reserve funds and an administrative staff that is perennially shorthanded, often finds it difficult to meet federal loan terms.

One solution to this problem is offered by the CIT Financial Corporation, a commercial financing firm, through a pay-as-you-go-program under which colleges and preparatory schools can pay for facilities out of normal room rental fees. A subsidiary of the parent company, CIT Educational Buildings, Inc., arranges con-



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struction of buildings, planned in cooperation with the college, then leases them to the school for a period of not more than twelve years. At the end of that time, title to the buildings passes to the college without further charge.

To date, contracts under the new plan have been signed with little Riker College (380 students) in Houlton, Maine, Salem College (850 students) in Salem, West Virginia, and Croydon Hall, a boy's preparatory school in Atlantic Highlands, New Jersey. It would seem that the program offers a reasonable means for financing the new facilities that many small colleges need, and may prove equally helpful to some larger institutions as well.

**THE COLLEGE PROFESSOR,** when he becomes a performer on educational television, is faced with questions that are usually associated more closely with show business than with the halls of academe. How should he be paid—and how much? What rights should he have in reruns of videotapes, kinescopes, and films—the prized "residuals" of TV? What is an appropriate teaching load for the television teacher? Who should control the academic content of a program? What rights and responsibilities does the professor's college have when he becomes a public performer? These and similar questions have become more vexing as ETV has grown.

Now the American Council on Education and the American Association of University Professors have set up a Joint Committee on Television Policy to seek some answers. The committee's recommendations, after review by the parent organizations, will be distributed to college faculty and administrators as suggested "guidelines" for policy and practice. They should also provide some guidance in formulating policies for elementary and secondary school television teachers, and may help to clarify the related problems of scholars and educators who appear as regular performers, or as occasional guests, on ETV's growing number of discussion programs.

**SIXTY STUDENTS** at the Saddle Brook High School in Bergen County, New Jersey, were issued a new kind of academic credit card last January, which allows them to skip classes whenever other school work seems more important. The cards, officially called "merit cards," allow students themselves to make some decisions about how their classroom time should be allocated. All must take scheduled tests and keep up with work in all subjects, but otherwise they have considerable freedom. A student who is

strong in English but weak in mathematics, for instance, can show his merit card, tell his English teacher he will not be in class, and sit in on a second math class. Or a student working on a special project can spend a period in the laboratory or library.

The sixty students—seven freshmen, eleven sophomores, nineteen juniors, and twenty-three seniors—are all good students, though not necessarily top scholars in their classes, and were selected primarily for "maturity, integrity, responsibility, and desire to learn." School Principal Bernard A. Courtney feels that allowing students to decide for themselves how they can get the most from their schooling helps to develop maturity, even though mistakes in judgment are sometimes made. And, as the semester-long experiment draws to a close, he reports, "no student has had to be admonished for abusing the privilege."

**HOFSTRA UNIVERSITY,** a large commuter college on Long Island, is setting up an unusual scholarship program for part-time students. Scholarship funds have traditionally been reserved for full-time students who have limited time to work and earn money after their daily studies are completed. Since most part-time students work during the day and attend classes in the evening, the assumption has been that they need no assistance. Hofstra has come to realize, however, that part-time students, most of whom are adults, have many demands upon their income and it is just as difficult for them to find extra money for education as it is for a parent to finance a full-time undergraduate. An appropriation of $25,000 has been set aside by the university for its experimental aid program for part-time scholars.

**UNDERPRIVILEGED CHILDREN** from depressed urban areas enter school with two strikes against them—and it doesn't take long for many of them to strike out. Behind their more fortunate contemporaries from the start, they fall farther behind with each passing year. Naturally, they put a stop to the unbroken pattern of failure at the earliest possible moment by dropping out of school.

Two projects initiated this past spring, in an effort to meet the problem before it starts, were reported recently by the *Southern School News*, official publication of the Southern Education Reporting Service. In Baltimore, where an estimated 16,000 four- and five-year-old pre-schoolers come from depressed areas, thirty children were selected to attend classes at each of two schools for one semester before regular school enrollment. One of the schools in the pilot project is almost wholly white, the other predominantly Negro.

Object of the Baltimore program, called the Early School Admissions Project, is to see whether the "cultural experiences" gap can be reduced and the children made ready for a regular elementary school program. Classes in the two schools are handled by teaching teams consisting of a senior teacher, assistant teacher, and teacher aide; volunteer workers add special skills in the classroom and work to enlist the interest and cooperation of parents. Conceived by Dr. George D. Brain, Baltimore's school superintendent, the program is scheduled to expand to four additional centers.

A similar nursery school program for sixty children from low-income Negro families is completing its trial run at the Blewett School of the St. Louis public school system. Staffed by twenty-five unpaid volunteers from the National Council of Jewish Women, the program is designed for five-year-olds who are eligible for kindergarten next fall. The sixty children are divided into four groups of fifteen each, and attend two-hour sessions twice a week. The volunteers, most of whom are suburban housewives who have had some professional training for teaching, read to the children, serve them fruit juice, and bring books and toys to the classroom for the children, many of whom have neither in their homes.

Hopefully, pre-school programs of this kind may reduce the necessity for expensive special programs in the later grades. But even more important, they may rescue potentially productive children whose talents otherwise would be lost—to society and to themselves.

—JAMES CASS.



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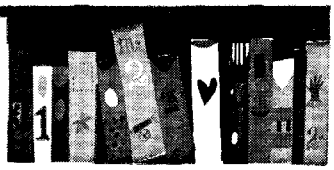
# the Editor's Bookshelf



IT IS not easy to insult Harvard. When George Ade said that Purdue "gives you everything that Harvard does except the pronunciation of the *a* in *father*," a Harvard alumnus friend replied stiffly, "George did not intend his remark to be complimentary to the university on the Charles, but as a matter of fact it is, for it points out one of the chief reasons for Harvard's greatness."

Harvard has other claims to greatness. It has no drum majorettes and only an amateur football team, but its graduates have occupied the White House for one third of the years of the present century. The fact that other occupants have been graduates of Yale, Ohio Central, Amherst, Stanford, West Point, and a high school in Missouri only convinces any good Harvard man of the dangers inherent in free elections.

When members of the Harvard class of 1940 were asked, "From what colleges would you be most likely to select a girl for a date?" well over half said, "Wellesley, Radcliffe, or Smith." But girls from other colleges need not despair—the only member of that class to become President of the United States (so far) married a girl who attended none of these institutions.

These and other assorted bits of interesting information were brought to our attention by Richard Bissell, author of *Pajama Game* and *Say Darling*, in a lighthearted book titled **You Can Always Tell A Harvard Man** (McGraw-Hill. 281 pp. $5.00). Bissell also mentions that the financial assets of the university are enormous ($700,000,000 in stocks and bonds), but that like its lesser colleagues Harvard always needs more and is not reluctant to remind alumni of the fact. It takes $89,000,000 a year to operate the school and students pay only $17,000,000 in tuition. The balance is made up from gifts, endowment fund income, and "other sources." One of these other sources is the federal government, for although Harvard prides itself on being a "private" university it accepts $21,000,000 a year in the form of contracts and grants from Washington.

* * *

More words are expended on education today than ever before, but few of the ideas expressed are really new. Plato was well aware of the problems presented by individual differences in learning capacity and made proposals for dealing with them. Comenius laid down many principles of teaching that are as sound today as when they were proposed in the seventeenth century. Rousseau's dictum that all competition among children is bad was effectively refuted a century later by William James, but the debate goes on as though neither of them had spoken.

Authors of some of the recent books about the schools—both critics and defenders—seem unaware that they are discussing problems that have been debated by wise men for two millennia. For this there is little excuse because the best of educational literature is easily available in inexpensive editions. One of the best of the many recent compilations is **The Teacher and the Taught**, edited by Ronald Gross (a Delta Book, Dell. 305 pp. $1.95). Anyone seeking a background for the discussion of educational problems will find here selections from such earlier writers as Plato, Quintilian, Comenius, Rousseau, Pestalozzi and Spenser, in addition to contemporaries including Toynbee, Russell, Conant, Bruner, Mead, and Trump, as well as the major education writers of the first half of the present century: Dewey, Maritain, and Whitehead.

In his introduction Gross says, "The great educational questions are inseparable from the great questions about politics, about ethics, about life itself. It is no coincidence that the 'Great Debate' over the schools that began in this century in the 1950s was matched by an intensive re-examination of national goals, personal character, and ultimate values."

* * *

For the past hundred years the majority of American elementary school children have been sorted out into age groups called "grades," numbered one to six or eight. Each child spends a year in each grade unless he is "failed" or "skipped." This pattern has become so conventional that many parents and teachers alike are unaware that other types of school organization are possible and that "grades" did not become commonplace until well into the nineteenth century.

Recently, however, some educators have become convinced that a rigid grade classification, or ladder system, does not make adequate provision for individual differences and a growing number of school systems are following the lead of Milwaukee in re-establishing variants of the nongraded system.

Those who have never seen a nongraded school in operation find it difficult to understand how the system works. Anyone who is puzzled will find an authoritative description, as well as a statement of the rationale for nongrading, in the newly revised edition of **The Nongraded Elementary School** by John Goodlad of UCLA and Robert Anderson of Harvard (Harcourt, Brace & World. 248 pp. paperbound $1.95, clothbound $4.95). The authors offer convincing evidence that nongraded elementary schools have many advantages over graded ones and they dedicate their book, "To our children, in the hope that *their* children will come to know graded schools only through their history books." —P.W.

## Quintilian on the Teacher's Work

"IT is generally and not unreasonably regarded as the sign of a good teacher that he should be able to differentiate between the abilities of his respective pupils and to know their natural bent. The gifts of nature are infinite in their variety, and mind differs from mind almost as much as body from body. . . . One boy will be better adapted for the study of history, another for poetry, another for law, while some perhaps had better be packed off to the country. The teacher of rhetoric will distinguish such special aptitudes, just as our gymnast will turn one pupil into a runner, another into a boxer or wrestler or an expert at some other of the athletic accomplishments for which prizes are awarded at the sacred games. But on the other hand, he who is destined for the bar must study not one department merely, but must perfect himself in all the accomplishments which his profession demands, even though some of them may seem too hard for him when he approaches them as a learner. For if natural talent alone were sufficient, education might be dispensed with. . . ."

—From *The Teacher and the Taught*



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BOOK REVIEW

# Inside Social Studies

***Where, When and Why: Social Studies in American Schools,*** *by Martin Mayer (Harper. 206 pp. $3.95), is a personal report on the current state of the social studies by an informed and perceptive observer of the American educational scene. Irving J. Sloan is a social studies teacher in the Scarsdale, New York, public schools.*

By IRVING J. SLOAN

TWO YEARS ago Martin Mayer provoked considerable comment with his John Gunther-like report about what was going on inside our schools. But the facile brush of journalism that characterized both Gunther's anatomies of the continents and Mayer's study of the schools, limits their value as enduring contributions to the literature of political history and education. *The Schools* was essentially a narrative, as distinguished from an analytical account, and as such is not likely to be as influential as Dr. James B. Conant's studies. Nevertheless, Martin Mayer's incredible fund of knowledge and his brilliant editorial talent make him an educational spokesman to be reckoned with and his writings in the field deserve serious attention.

The present work grew out of a study undertaken by Mayer for the American Council of Learned Societies. His assignment was to "hunt for the people and the ideas that might work in the social studies the kind of transformation the mathematicians and scientists have wrought in instruction in their subjects in many schools."

Mr. Mayer tells us that the present study, *Where, When, and Why,* is "obviously built upon my book *The Schools.*" The current volume is indeed highly derivative, and this is at once its strength and its weakness. Both in format and style, it is a replica of the earlier work. Again, the author is effective in describing classes, pointing out unsolved problems, and collecting information. There is, however, a larger measure of original discussion and background information.

The first two chapters, "The State of the Art" and "The Established Subjects: Geography and History," are expansions of his chapter, "Teaching the Background of Human Events" in *The Schools.* He does dig deeper into the basis for his views, but most of the observations and reactions expressed in the first book are repeated here. He damns the materials by describing textbooks as "quite poor . . . uniformly dull . . . often inaccurate, almost always misleading. . . ." He says that "films and film strips . . . are cheaply and carelessly produced . . . The use of periodicals seems to strengthen the tendency to triviality and ignorance in the 'current events' approach." Teaching methods are hopelessly inappropriate and where a particular method has merit it is improperly carried through. Discussing personnel and quality, he points out that "as measured by intelligence tests, the social studies staff is, next to the coaches, the weakest group of teachers in the secondary schools." What's more, nationally, "the coach is more likely to teach social studies than any other subject."

Mr. Mayer takes a dim view of most, if not all aspects of social studies instruction. He expresses a distaste bordering on contempt for teaching critical thinking and problem-solving; like values, he believes, they cannot be taught. Five years of observing Problems of Democracy classes (the *locus classicus* of the problems approach) lead him to conclude that "they are all dreadful." He contends that serious reform of social studies instruction will require the abandonment of the problem-solving approach. This may have shock value, but no one is likely to take it seriously. These skills are crucial to educational goals in general and to social studies in particular. That there may be more effective ways to achieve the goals is another matter. But Mayer wants to throw baby out with the bath.

He would also discard *"current events."* His objection is that students waste time talking about a present they cannot understand because they do not know what events led up to it. But the study of current events, properly presented, causes a student to grow in the realization that he can understand important events of the day only if he knows something of related past events and something of the geography and cultural setting in which events occur.

Subsequent chapters are titled: "The Older Social Sciences: Government and Economics," and "The Newer Behavioral Sciences: Anthropology, Psychology, Sociology." These are excellent résumés for the general reader, and they challenge curriculum authorities to review their practices.

It is the final chapter, "Are the Math and Science Movements a Model for Reform?" however, that gives this report significance. Traditionally, curriculum change has been a matter of cooperative procedures among instructional leaders and teachers. Today there are other sources of power making curriculum decisions. They are groups of scholars, national committees, foundations, business, and the federal government. A clear-cut example is the revolution going on in teaching science and mathematics. In 1956 the Physical Science Study Committee was established to improve the teaching of physics to high school students. An outgrowth was the formation of Educational Services Inc., which is now playing a major role in contributing to the enrichment of American education in all disciplines, including social studies. Its leadership comes from university scholars and its support comes mainly from private foundations and the federal government.

"Materials and methods are common to all education," writes Mayer, and he sees no reason why the social studies cannot adopt similar approaches and enjoy similar success in achieving reform in curriculum and instruction. He indicates three strong obstacles to reform in the social studies. One is the reluctance of scholars to get involved; another is the lack of sophistication among educational administrators.

But Mayer considers the "total inadequacy of teacher preparation" to be the most serious obstacle to reform. The National Science Foundation's success with its summer institutes and workshops, he believes, offers a sign of hope. Teacher-training as the scientists have conceived it rests on prior preparation of materials taught. If one can put into the teacher's hand the stuff he will actually take with him into the classroom, Mr. Mayer suggests, one can give him specific help in making the material work. Conventional teacher-training has practically no contact with this procedure.

The challenge to develop outstanding programs of instruction in our schools has never been greater. Since instruction in the social studies makes unique contributions to the overall purposes of education, we are grateful to Mr. Mayer and his sponsors for this significant, if not wholly satisfactory contribution toward enhancing the quality of that instruction. It at least focuses attention on a gap in the educational fabric.



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# Who Makes Johnny a Menace?

*Continued from page 65*

teachers, by young ladies marking time on the road to marriage.

3. Stop failing pupils for punitive reasons. Fail them only if you are prepared to give them adequate special help to overcome their deficiencies. Otherwise, you create in them negative attitudes and mental blocks that may never be overcome. Remedial clinics should be available at every level in elementary school.

4. Make schools in lower-income areas into especially inviting schools that can become neighborhood centers for both child and adult education and recreation.

5. Do everything to discover emotional and physical problems early when preventive help is most effective and to see that the child is helped. This is another reason why highly-trained people, capable of seeing each child as an individual and different person and capable of recognizing problems should be working in the elementary schools.

6. Once we have made an honest and adequate effort to prepare all pupils as future citizens of the highest potential, it should be possible, and logical, in junior high school to evaluate students on the basis of past performance and known ability. Those unable to cope with academic work should then be directed into a realistic, concrete, vocational program, designed to enable them to earn a living in today's technical world. To force them to compete daily with the academically talented is unfair and productive only of constant frustration.

7. Stop using the schools as a dumping ground for psychologically maladjusted children who stymie teachers, harass and impede their classmates, and waste countless hours of teaching and learning time. Either give the schools the resources and trained personnel really to help these young people, or, if the job can be done better elsewhere, provide an adequate program of guidance, direction, and training for them in other institutions.

Some of these things are already being tried. In my own city, the national government, the Ford Foundation, and local agencies are carrying on a very commendable special program, working in the school, the neighborhood, and with the unemployed in one of the city's deprived areas. But this project and others like it are "special". Most are too little and too late in coming.

Sputnik shook us up a little, but not nearly enough. Most of the resulting improvements have been showered on those who already had advantages—the suburbanites. The average and below-average city pupil is still, basically, incarcerated rather than educated.

With whom does the fault lie? Shall we yell for the superintendent's head? The big city superintendent is already doing a job that in industry would pay him $100,000 a year. His harried supervisors, worried principals, and overburdened teachers are doing more than their share.

The fault lies clearly with the public. It has always gotten more than it paid for, but the day of the "giant-economy" school is over. The average and below average pupil needs a better than average school. Such a school will turn out useful citizens. A poor school can and does create many ill-equipped, resentful youngsters and a scattering of potential criminals and psychopaths.

RIGHT now, in spite of heroic efforts by school administrations across the country, the average and below average pupil is a bewildered, harassed being. On all sides, he is hounded by announcements and pronouncements telling him that he must learn, that he will be unemployed, a failure, unless he learns. Yet, he can not read and write and study effectively because we never created the conditions under which he could do so. Trapped in a situation not of his own making—neither student nor worker—he becomes a potential addition to that nationwide "keg of dynamite" about which Conant, and more recently, the President warned us.

But, what of Johnny himself? He may well ask: "Have I suddenly become important because you are afraid of the Russians or am I useless because automation is here?" If our answer is "Yes" then maybe he ought to menace us. Where have we been all Johnny's life?

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# Education and Politics

*Continued from page 63*

terest group within the political process have become more evident as the concern for education has reached the national level. Until the unexpectedly open opposition by the Roman Catholic bishops to the Kennedy proposals for federal aid early last year, the organizations that have been pressing Congress for federal programs have employed the general rhetoric of agreement and virtue that has long made education one of the pieties of American politics. However, for some time there have been deep divisions both between public and private and between the schools and higher education in national education organizations, and they are only exacerbated as the stalemate in policy is prolonged.

The divisions among educational groups permit any opportunistic Congressman to play one element against the other with impunity. Thus far, education has remained something that everyone is for, no one is against, and very few do anything about. It is a condition that is symptomatic of the ultimate deficiency of a view that insists that education be kept "out of politics." By separatng education from all but special interest activity in politics, its supporters remove themselves from the normal channels of conciliation and compromise that are the matrix for the final formulation of effective policy. Moreover, the choice of these tactics contributes directly to the weakness of political parties and of local government.

The first has its consequences in Congress; the second gives force to the objection that increased federal activities in education will cause a further diminution of the vigor of local communities.

The doctrine that the schools should be kept out of politics is almost as old as the public schools themselves. Over one hundred years ago, Horace Mann declared that the public schools should be free of politics lest the school room become the arena of factional controversy and the teacher's job a partisan prize. Time has not removed completely the circumstances that Horace Mann feared. Baneful politics in some communities still control the selection of teachers, and the cost of avoiding classroom controversy has everywhere been the denatured social studies curiculum. What gains in this connection have been made in this century would appear to be the result much more of improvements in teacher education and of the strengthening of teachers' professional organizations than of structural changes in the local government of schools.

The present pattern of school government with its relatively small, nonpartisan school board and its professional executive, the superintendent, developed early in this century at a time when all local government was being reformed as part of the broader efforts of the Progressive movement. Lawrence Cremin, the historian, has traced the many ideological connections between twentieth century American education and the Progressive movement. Less familiar are the connections between a branch of Progressivism, the Municipal Reform Movement, and the theories of educational administration and government.

Reform groups such as the National Municipal League often drew their constituency from those who were vigorous supporters of the local schools. The contention that there was no Republican and no Democratic way to pave the streets already had its educational counterpart among those who sought to eliminate bad politics from the school. The capstone of Municipal League theory, the city manager, a professional executive trained in the science of administration and committed only to the sound business-like administration of community affairs, was modeled on the idea of the school superintendent.

The municipal reform movement developed before World War I as a response to the shame of the cities. It was never without its doubters and critics. Charles Beard, a student of politics as well as history, opposed its assumptions; and Jane Addams, out of the tormented problems of Hull House, observed that the reformers from Chicago's North Side always drew about their causes "a cloak of virtue" that scarcely served the needs of the city better than the corruption they sought to replace. As an organized movement, municipal reform of this kind has now spent its force, not because urban problems no longer beg for attention but because its peculiar blend of morality and science now appears naïve and oversimple.

Like much of the Progressive movement, many of the remedies proposed by municipal reform groups have been assimilated into the political process. Others, significantly, have not been. Political scientists are now generally agreed that local nonpartisan government tends to impair the vitality of the national political parties without achieving the purity of local government it seeks. The concept of the neutral, value-free administrator is now seen to be a utopian delusion of scientism, or a mask for special interests in local government. A more sophisticated political science now holds that there can indeed be genuine partisan differences *about* paving streets, if not in the *method* of paving them, then in the judgment of whether they should be paved at all compared to other social needs, and if they should be, which streets should be given priority. It is a moral pointed rather sharply in the years following the first Russian moon shot. Since then the largest domestic legislation by the national government has been a great expansion of a federal highway system.

However, revisions of modern political science have had very little effect on theories of educational administration as it is studied in most university schools of education. There has been even less penetration of these views into groups like the American Association of School Administrators, the superintendents' professional organization and the strongest single group within the National Education Association. Among professional educators and the organizations that they lead, theories of nonpartisanship and single-minded executives devoted only to the good of the children have remained steadfast. Except for the elaborations of the science of public relations (with which superintendents "weave patterns of support" among the many divergent groups in a community), the assumptions of school administrative theory about government and education have remained nearly unchanged in over a half century.

This isolation of much of the study of school administration from the more general study of public administration and politics is but further evidence of the scandal of neglect which has blighted the study of education since it was


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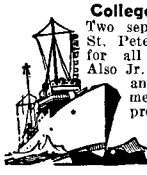

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consigned to the normal schools and the teachers colleges early in this century. The past five years have seen the beginning of a renewal of interest from all academic disciplines; but of all the social studies, political science has been the slowest to examine educational problems. Despite the national political issues of education or the fact that the schools require the largest portions of local tax money, education has not attracted the interest of students of politics.

Until recently, the typical textbook on local government dealt with the schools in a short chapter that frequently included the public parks and libraries. Sanitation, police, and fire departments regularly received far more attention. The study of local government is now in the process of throwing off some of its National Municipal League heritage, and it is tending to take larger views of the political process and administration. The fairly recent interest in metropolitan problems and intergovernmental studies give promise of, among other things, a more systematic and critical understanding of the government and administration of schools.

At bottom there seems to be a futility about the prevailing notions of the relation of schools to politics that we have yet to recognize. For many years —indeed beginning with Horace Mann himself — there has been an upward movement in the government of education from the local to the state and national levels. The past five years have seen that movement only accelerated. In all but the wealthiest suburban communities, which have their own means of compensating for some of the defects of the larger units of government, increasing authority and responsibility for education have been given to state legislatures, which have never been notably nonpartisan bodies.

From time to time, proposals for a nonpartisan national school board have been made. Such a plan, complete with nonpartisan nominations and elections, was advanced in the early 1950s by John Studebaker, after a somewhat stormy career as United States Commissioner of Education. No such scheme is widely advocated at present. Recent events have forced a stronger sense of complexity in education at the national level. Regardless of the structure of local school government, there appears to be a growing acceptance of the fact that national policy will be made finally by Congressional Republicans and Democrats with a President who is himself a product of the party system.

Studies like those by Neal Gross of the pressures on superintendents identify "politics," the "city hall politician," and the school board member who uses his office as a political stepping stone as the superintendents' biggest problems.

But such studies are made from the superintendent's point of view. They tend to confirm the tenacity of the conventional wisdom rather than to bring into doubt the conception of the local school board as a body above politics, animated only by a sense of what is good for all of the children, and recruited chiefly from the community's professional men and mothers up from the chairs of the PTA.

There have been few studies of the effectiveness of nonpartisanship itself in school government. One of the most thorough was made by Nelson and Kirwin at the University of Chicago in the 1930s. It concluded that nonpartisanship is a doubtful form of protection against predatory politicians, and that it may even give them an immunity that they would not have if they were responsible to their own party organization. These conclusions are substantially like those of political scientists who have more recently studied the effectiveness of non-partisanship in other parts of local government.

The disparity between the ideal of administration in education and its reality is a costly one. In national politics, the ideal misleads and confuses. Locally, it contributes to the very weakness it seeks to avoid. More than anything else, the quality of educational government is a factor of general political health. The cost too frequently has been the weakening of local government and local political parties without gaining, it now appears, the measure of support that education needs. Able, high-principled people have been deflected too often from a broader participation in local politics by the illusion that schools somehow could be kept apart.

The present forms of nonpartisan government of the schools are not likely to be abandoned. Nor is it necessarily desirable that they should be. Education needs some insulation from the most insistent immediate pressures on government, but, as with other democratic institutions, the schools need to exist in some kind of tension with the community. If this is to be achieved, however, then some deeper understanding and the acceptance of the place of schools in the whole political process is required. Theories that may have been appropriate to the realities of the first quarter of this century have led those most active in the support of the schools only to self-deception and stalemate.

If a sound national policy for education is to be evolved, many of its advocates must alter their pejorative views



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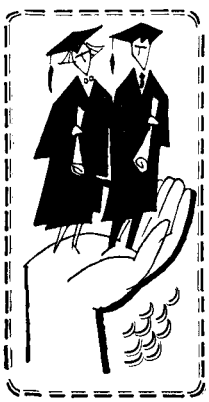
of politics. Outside of education, definitions of politics and politicians evoke fairly wide agreement. Politics is seen to be the process by which individuals or groups seek to influence or make and execute policy. The politician is, as William Ernest Hocking has said, a man who accepts the fact that men must live together and takes upon himself the task of proposing the terms. He may be deeply self-interested or not. He may be rapacious or it may be that he handles the fabric of the community with hands that are soiled. In which case, as Pendleton Herring has said, we must look to the cloth as well as the weaver.

The simple truth would seem to be that the pejorative view of politics is held by too many besides the theorists of educational administration. They do, in fact, only reflect in this opinion, as did the earlier municipal reformers, the influential segment of society from which they are drawn. Schools can no more be withheld from the full political process than can any other vital piece of public business in a democracy. The hope that they can be stems from a larger wish that "politics" can somehow be quarantined and confined to the unimportant activities of government. It is a view which is based finally on either a misunderstanding or doubt of the fundamental assumptions of self-government.

The present rigidities in the support of educational policy badly need the services of men who will propose the terms on which we must live together. Even deeper than the need for the services of men is the need for the recognition of a principle. It is illuminated by the collision of private religious and public school interests. It is that a fundamental condition of this country's pluralism is membership in a common political society and that agreement on the governmental process is a common bond among disparate elements. The recognition of this is no less required of those who support private or church schools than it is of those who are wholly interested in public education. It is, in short, a need for the acceptance of politics.



# College Loans

*Continued from page 75*

ally confirm what parents say they actually borrow.

The concern of educators a few years ago, as they saw their scholarship funds being continually over-subscribed but their loan fund untouched, has now changed, but only in kind, not in degree. Now the concerns are where to get more loan funds, how much money the student should borrow, what the cost of running loan programs should be, and whether the student should pay back what he did borrow, and if not, what the college should do about it.

Though the amount of federal dollars has been large, supplying $9 out of every $10 lent by colleges in the last five years, the sums still seem to be short of the need. In large universities the $250,000 per year limit on funds provided by the NDEA has been a real handicap, since total student needs will, in a year, run two or three times this amount. The number of students being aided is large, but *in toto* they represent only about 5 per cent of the full-time enrollment. Colleges also fear that unless the NDEA program is extended by this Congress they will be hard pressed to meet the demand for renewals from present borrowers plus the demand for loans from the big influx of new students due to hit the campuses this fall and next. That is why educators were so glum after last fall's debacle in Congress. NDEA funds will come back slowly because of the long repayment period, so this "pump" will need priming for several more years before the dollars will flow from college to student, back to college, and out to student again. Educators think, possibly rightly, that if we cannot subsidize higher education to a point where everyone who wants it and can profit from it can pay the price, then maybe the least we can do as a nation is to subsidize programs that enable students to borrow.

Right now signs indicate that most students have been prudent in borrowing for their education from college sources. Currently the average NDEA loan is $450, the average debt $900. At this rate, a student might graduate owing not much more than $1,800, less than the price of a new car, about one-third of his first year's income, or about 2 per cent of his probable ten-year earnings. With ten years to repay, the financial strain will not be great on him (or her) personally. Hopefully, the student's feeling of obligation will be great, for in the matter of repayment this latest national experiment in education is yet untried.

Most credit in our economy is repaid out of fear. Educators are hoping that the millions already outstanding in education credit will be repaid out of gratitude. Experience thus far, though limited, indicates that their hopes are well founded. Losses in most college loan plans over the years have been under 2 per cent. Knowing that repossessing a college education is impossible, colleges are stepping up efforts to leave with students the feeling of urgency and loyalty that this credit honor system requires. Of course, the colleges lead through strength; after all, 90 per cent of the money comes from federal sources, though due process is not something to which they would happily resort.

Some years ago I observed that as credit had been a tremendous stimulus to our industrial economy, it promised

to be the salvation of our educational economy as well. It is increasingly clear that something more than educational consumer credit is going to be necessary to provide long-range financial security for higher education. Nonetheless, the results thus far have been in one sense rather spectacular. This educational credit boom has made higher education accessible to a number of students who would have missed out under any other scheme. It is being realized increasingly that credit in general in our economy is serving as our most significant democratizing force. Since higher education also serves this purpose well, credit and higher education, the one making the other possible, may be considered indeed compatible.

The significance of financial credit for our students and the changing attitudes of educators toward borrowing are aptly summarized in the following dialogue:

A school principal told a college president: "I think our experience has taught us that if all youngsters worked for two years after leaving school and before entering college, we would not have to worry about either the problems of motivation or student finance which now concern us."

The college president replied: "If work is such a valuable experience, why can't the student do this while in college? And if financial independence is what you want for the student, let him also borrow. For, indeed, his earning capacity is greater after he leaves college than it is before."

Moral: He who works and borrows for an education may graduate in debt but be richer for the experience.



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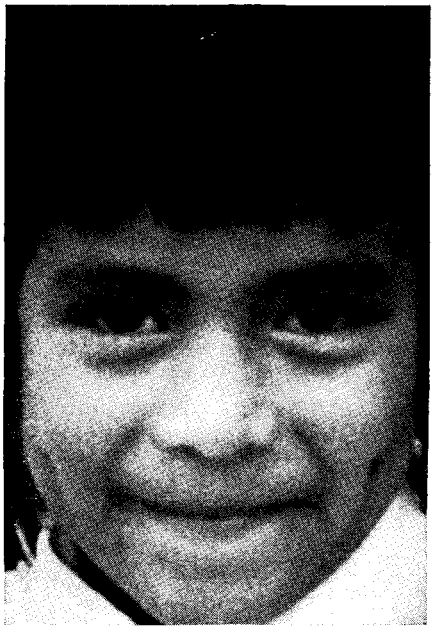

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# The United Nations

*Continued from page 15*

amine the relation between the U.S.'s long-range objectives as a nation and the contribution of the U.N. The best way to put the matter is this: What kind of a world does the U.S. want to see? The second question is: Does the U.N. help bring us nearer to that kind of world?

The matter may also be approached by posing the related question: What kind of world does Communism want to see?—followed by the same sequel: Does the United Nations help or hinder Communism in bringing about that kind of world?

The answer to the question of American goals is plain: We want to see a world of independent nations, free from domination by any power or bloc, and free to work out their own national destinies within their dissimilar political, economic, and social systems.

A mere recital of this objective should be enough to indicate that precisely the same objective is obviously that of each of the new countries now making up a large part of U.N. membership. When people worry, therefore, about whether American national interests are likely to be damaged by enlarged General Assembly membership, the best answer is the reminder that we are all on the same side, so far as the central question of national freedom is concerned.

By contrast, it is the American contention that the Soviet Union aims for the kind of world in which all these newer countries, and everyone else, would be reduced to the status of Communist satellites, under the thumb of international Communist control from Moscow.

TAKING this as the Communist goal, can anyone in his right mind suppose that the new countries are going to side with Communism in bringing about this kind of world? We need to remind ourselves that Americans have no monopoly on love for national independence. In many of the newer countries, the present national leaders have gone from colonial jails to chancelleries within a few years, and do not need to be put to school by us on the beauties of freedom and the ugliness of servitude. Not many years ago, I sat at a luncheon table in Blair House with the president of one of the newer countries and his top cabinet officers. As the talk went round the table, it suddenly dawned upon us all that every member of that new government group had been in a colonial jail within the preceding two years. Would it not have come with poor grace from some American to wag his finger at these officials and say, "Now remember, don't go and sell out your independence to international Communism."

When the history of this period comes to be written, it may well be said that the greatest achievement of the United Nations during its first seventeen years was the final frustration of the master plan of Communist world domination. Most of the people who preach about Communist plans for world domination appear to be completely ignorant of what the real plan has been. They still talk about Marxism, but the actual fact is that the Marxist formula was abandoned long ago.

Marx's idea was that the downfall of capitalism would begin in the highly industrialized countries, such as England and Germany, resulting from—of all things—overproduction. He predicted that the rich would get richer and the poor poorer, with maldistribution of this overproduction, until the intolerable situation would lead to a takeover of the existing industrial establishment by the proletariat through revolution.

EVEN before Marx's death, and certainly by the time of the Russian revolution, it was abundantly evident that this pattern was not to work out. Because of the increased strength of labor through labor organizations, plus governmental action in the form of social and labor legislation, plus the enlightened good sense of most employers in seeing the advantages of improved working conditions and increased worker purchasing power, the position of the worker was dramatically improved in the very industrialized countries that were supposed to collapse, and, of course, even more dramatically in the United States.

All of this called for a radical revision of Communist theory and strategy. The theoretical problem was to explain how workers in these countries could have improved their lot so richly at the exact time when Marx decreed that they should be descending into intolerable poverty. The answer supplied by Lenin gives the clue to the corresponding revision in Communist world strategy. Lenin's explanation was that the workers, as well as the employers, were prospering at the expense of the colonial peoples, whose riches were being exploited and stolen to the benefit of both employers and workers in the industrial countries. (This idea, which can be shown to be economically ridiculous, is nevertheless still poisoning the attitudes of newly developing countries toward the private investment they so desperately need.)

As to strategy, Lenin in effect reversed Marx, and, since the industrial



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countries would not obediently fall in line with the Marxian prophecy by furnishing Communist revolutions, Lenin ordained that the Communist revolution must come by way of the underveloped and colonial areas. International Communism was to ally itself with the peoples of non-independent areas, so that the grand design was to become a showdown between the Communists, shoulder to shoulder with the non-independent races and peoples, on the one hand, and the imperialist countries on the other. Lenin accurately sensed that a global groundswell of irresistible force would break up the colonial empires, and he shrewdly planned to carry Communism to world power by associating it with this gigantic force. However, just as the Marxian formula was wrecked by events, so the Leninist formula has been wrecked under the auspices of the U.N. Since the end of World War II, dozens of former colonial dependencies have achieved independent nationhood under the umbrella of the United Nations Charter. Of course, changes in policy by some of the colonial powers have figured prominently in this development. But, on the whole, it is fair to say that the U.N. took over the role of patron of the independence movement, and in the process deprived international Communism of its last chance carry out the Leninist strategy.

The Katanga episode can be understood only in the light of this global Communist strategy. It does not seem to be generally appreciated that the Congo crisis was international Communism's "last best hope" for a showdown of the Leninist type. If one traces a line on the map along the northern border of Angola, followed by the border between Katanga province and the rest of the Congo, and finally along the southern border of Tanganyika, one has traced a dividing line across the heart of Africa, which is roughly the watershed separating the portion of Africa to the north that in 1960 was mostly under black control, and the portion to the south which was mostly under white control. To the north are all the newly independent countries such as Ghana, Nigeria, Guinea, and the various former French colonial colonies. To the south are the Portuguese colonies of Angola and Mozambique, Southern Rhodesia, the Union of South Africa, and so on. The line between Katanga and the rest of the Congo, therefore, was made to order, from the Communist point of view, for a Leninist showdown of Afris backed by Russians against the perialists.

If there had been no United Nations, it is hard to see how this working out of Communist strategy could have been avoided. When chaos broke out in the Congo shortly after independence, the Congolese Government appealed both to the United States and to the Soviet Union for military help, mainly against the Belgians. The Russians promptly placed 100 Russian trucks and ten Russian planes, as well as personnel, at the disposal of Lumumba. President Eisenhower, however, wisely refused to be drawn into this trap, and said to the Congolese Government: "Do it through the United Nations." The Congolese Government then expressly invited the United Nations to dispatch military assistance, and the rest of the story is well known. A cold war confrontation, which in the opinion of the highest government officials could well have led to World War III, was averted. Soviet personnel were expelled, and the Communist hope for a Leninist showdown was shattered.

If Americans really believe, then, what they say about American national objectives, and if they really believe what they say about the objectives of Communism, it is perfectly clear that American national interest requires financial, political, and moral support of the United Nations, because, in company with the vast majority of United Nations members, the United States and the United Nations are working toward the same kind of world.

# From a Troop Carrier

Slowing in the Mess Area:
Field Exercise at Noon

By Richard M. Sweeney

VAULTING the low tailgate
to the sand,
the first out of our truck
(seeking the first place in line,
the longest time for his meal,
the least watching of the last in line)
left on the edge of the low tail
gate, caught by his ring against
the folded metal grasped to launch
his leap, his ring finger.
Which pointed out, as the Safety
Officer said the next day, that until
the driver lowers the gate
no one leaves the carrier.
Even if the carrier is stationary.
The exit is accomplished by placing
the foot on the rung of the lowered
gate, at the same time gripping
the hand hold built into the lowered
seat rack, and lowering the other foot.

Gripping his hurt with his whole
hand, the gray faced boy walked
stiffly to the first-aid station,
an awkward, slow, uneven marching,
rigid with what was gone from him.


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*(Continued on page 88)*



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(Continued from page 87)

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## TRAVEL

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# KINGSLEY DOUBLE-CROSTIC NO. 1523

Reg. U.S. Patent Office

By Doris Nash Wortman

### DEFINITIONS

A. One of the recruits in *King Henry IV, Part II.*

B. Approaching.

C. Large cylindrical cigar.

D. Another of the recruits (see Word A).

E. Whirled beneath; produced a smaller quantity of thread (than some other).

F. Unpolished in manner but prompt in action (comp.).

G. Conifer of genus *Larix*, whose foliage turns yellow in autumn (2 wds.).

H. Adorned with rich dress.

I. Admonition; censure.

J. Two as a sum, to which Browning adds "a shadowy third" (3 wds.; *By the Fireside*).

K. A third of the recruits (see Word A).

L. The *alkaloid* familiarly known as the twilight sleep anesthetic.

M. African snake, highly venomous, which swells up when irritated (2 wds.).

### WORDS

82 32 134 81

135 76 59 164 124 66 101 95 130

126 150 128 137 170 69 23

67 127 90 31 199 35 50 153

117 186 177 18 166 192 139 11 40

57 51 133 33 79 125 144 182 154 75 3

203 27

4 88 195 145 55 97 102 178 156

194 41 13 26 61 174 183 92 119 99 157

52 14 7 206 10 44 115

15 29 83 193 181 21 116 190 106

204 98 147 34 63 160

163 87 20 16 132 47 104 159 208 148 138

62 6 30 197 120 96 149 210 152

### DEFINITIONS

N. Ballroom dance, in either duple or triple time, popular in 19th cent.

O. Magic command to fling wide the door to a robbers' den (2 wds.).

P. Volcanic peak, highest point in Mexico.

Q. Consisting of fertile top soil.

R. Bandage applied over nose and face, resembling the claws of a hawk.

S. A fourth of those recruits (see Word A).

T. Religious-liberal woman, banished from Mass. Bay Colony, 1637, for whom a river and part of New York's great parkway system is named (full name).

U. Downward (of something starting from the head; 3 wds.).

V. Complication, often embarrassing.

W. Laziness.

X. Experiencing some strain, discomfort, anxiety (3 wds.).

### WORDS

12 113 77 114 54 189

71 24 140 176 64 155 53 80 103 60

209 196 78 17 180 68 188 146 165 39 72

111

89 162 172 179 131

201 48 184 198 100 94 121 167 118

84 158 151 25 142 36

85 45 202 74 38 112 70 2 161 1 105

168 28 9

91 185 42 73 143 173 49 58

43 136 171 8 5 109 205 93 200 107 1

175 122 65 22 207 129 37 86

141 123 108 110 19 169 46 187 56

### DIRECTIONS

*To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.*

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 T | ■ | 2 T | 3 F | 4 G | 5 V | ■ | 6 M | 7 I | 8 V | 9 T | ■ | 10 I | 11 E | 12 N | ■ | 13 H | 14 I |
| 15 J | 16 L | 17 P | 18 E | ■ | 19 X | 20 L | ■ | 21 J | 22 W | 23 C | 24 O | 25 S | 26 H | 27 F | ■ | 28 T | 29 J |
| ■ | 30 M | 31 D | 32 A | 33 F | ■ | 34 K | 35 D | 36 S | ■ | 37 W | 38 T | 39 P | ■ | 40 E | 41 H | 42 U | 43 V |
| 44 I | 45 T | 46 X | 47 L | ■ | 48 R | 49 U | 50 D | 51 F | 52 I | 53 O | ■ | 54 N | 55 G | 56 X | 57 F | 58 U | 59 B |
| 60 O | 61 H | ■ | 62 M | 63 K | 64 O | 65 W | 66 B | 67 D | 68 P | 69 C | ■ | 70 T | 71 O | ■ | 72 P | 73 U | 74 T |
| ■ | 75 F | 76 B | 77 N | ■ | 78 P | 79 F | 80 O | 81 A | ■ | 82 A | 83 J | ■ | 84 S | 85 T | 86 W | ■ | 87 L |
| 88 G | 89 Q | 90 D | ■ | 91 U | 92 H | ■ | 93 V | 94 R | 95 B | 96 M | ■ | 97 G | 98 K | 99 H | ■ | 100 R | 101 B |
| 102 G | 103 O | 104 L | 105 T | 106 J | 107 V | 108 X | ■ | 109 V | 110 X | 111 P | 112 T | 113 N | ■ | 114 N | 115 I | ■ | 116 J |
| 117 E | 118 R | ■ | 119 H | 120 M | 121 R | 122 W | 123 X | 124 B | 125 F | 126 C | ■ | 127 D | 128 C | 129 W | 130 B | 131 Q | ■ |
| 132 L | 133 F | 134 A | ■ | 135 B | 136 V | 137 C | 138 L | 139 E | 140 O | 141 X | 142 S | 143 U | 144 F | 145 G | 146 P | ■ | 147 K |
| 148 L | 149 M | ■ | 150 C | 151 S | 152 M | ■ | 153 D | 154 F | 155 O | 156 G | 157 H | 158 S | 159 L | ■ | 160 K | 161 T | 162 Q |
| 163 L | 164 B | ■ | 165 P | 166 E | 167 R | 168 T | 169 X | 170 C | 171 V | 172 Q | 173 U | 174 H | 175 W | 176 O | ■ | 177 E | 178 G |
| 179 Q | 180 P | 181 J | 182 F | 183 H | ■ | 184 R | 185 U | 186 E | 187 X | 188 P | 189 N | 190 J | 191 V | ■ | 192 E | 193 J | 194 I |
| 195 G | 196 P | 197 M | 198 R | 199 D | 200 V | ■ | 201 R | 202 T | 203 F | ■ | 204 K | 205 V | 206 I | 207 W | 208 L | 209 P | 210 M |

**Solution of last week's Double-Crostic will be found on page 10 of this issue.**



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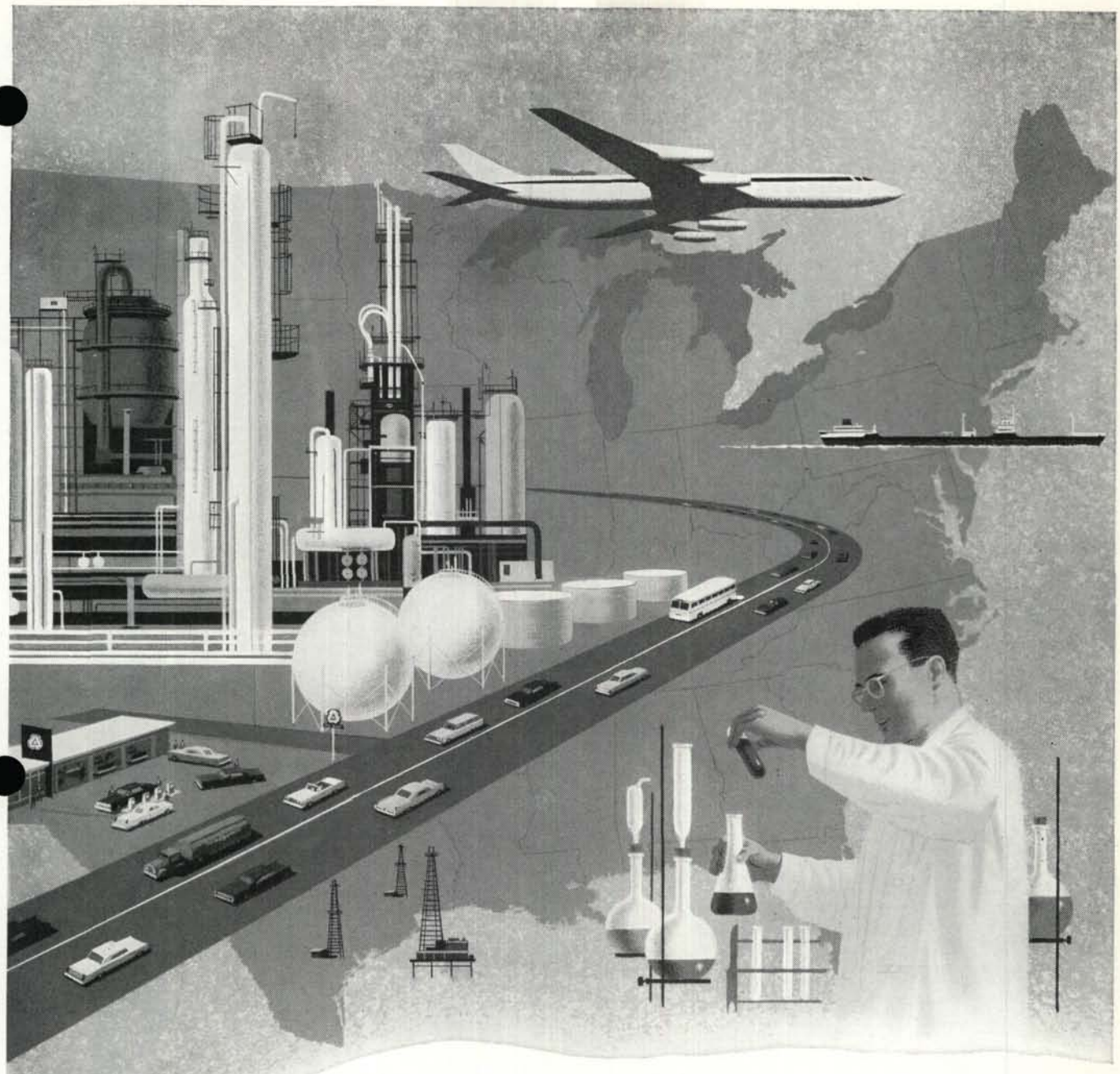

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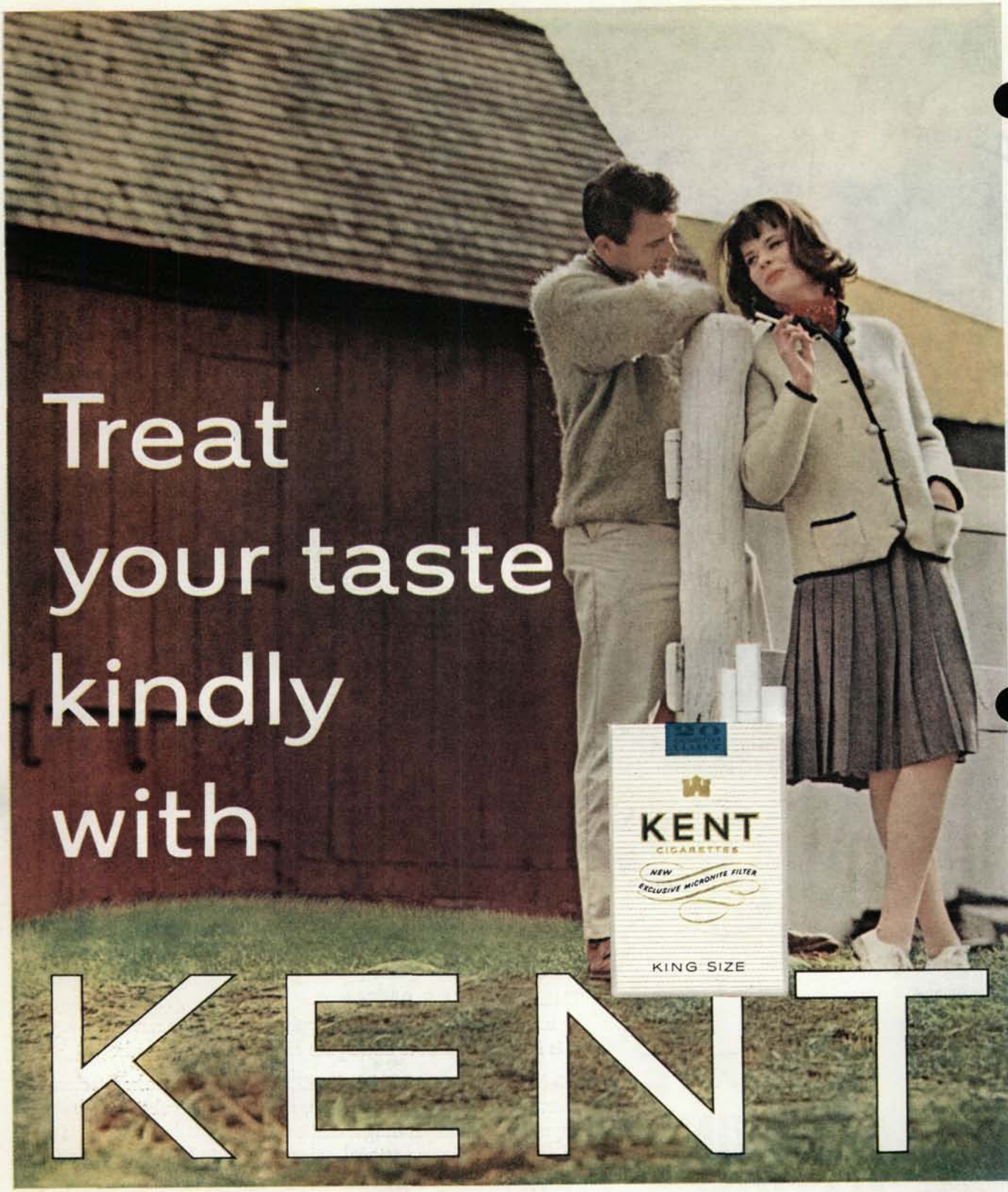


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